

AAUP BULLETIN

Spring 1957

VOLUME 43 NUMBER 1

Forty-Third Annual Meeting

Segregation and the Professor

For Our Professional Agenda—the FBI

The Faculty and the Archivist

Salaries and Working Conditions of Sociology Teachers

Academic and Personal Freedom—Italy, 1910

Revision of the Constitution—Proposals and Discussion

Income Tax and Fellowship Grants

International Association of Professors and Lecturers

Membership Distribution—Chapter Officers

Organizational Notes—Editor's Notes

Educational Developments

November Council Meeting—Membership Record—Budget

Academic Freedom and Tenure and Academic Retirement:

Statements of Principles

A PUBLICATION OF THE

American Association of University Professors

Announcements and Reminders

ANNUAL MEETING

The Forty-third Annual Meeting of the American Association of University Professors will be held in New York City, at the Hotel New Yorker, on Friday and Saturday, April 26-27, 1957. For further information, see, in this issue, pages 77-78.

WANTED

The Central Office needs copies of the *Bulletin*, Volume 34, and will be pleased to hear from members willing to dispose of this volume.

DUES

Dues are assessed by the calendar year. The dues for 1957, for which statements were recently sent to the Association's membership, are payable within the year ending December 31, 1957.

EMERITI

Members nearing retirement are reminded that they need not resign from the Association, but have a choice of status: they may continue as Active Members with the usual dues and privileges, or they may be transferred, on request to the Central Office, to Emeritus membership, for which no dues are assessed. Emeritus Members who wish to continue to receive the *Bulletin* may do so at the special Emeritus rate of \$1.00 a year.

ADVANCE REGISTRATION FORM

**AMERICAN ASSOCIATION OF
UNIVERSITY PROFESSORS**

43rd Annual Meeting

**April 26-27, 1957 • Hotel New Yorker,
New York City • Further details on pp. 77-78**

**American Association of University Professors
1785 Massachusetts Avenue, N. W.,
Washington 6, D. C.**

Please register me for attendance at the Forty-third Annual Meeting to be held at the Hotel New Yorker in New York City, April 26-27, 1957.


Name
(please print)

Class of Membership.....

Institution.....

Mailing Address.....

.....

 **Members who return this form will receive an acknowledgment and a form for making hotel reservations.**

ADVANCE REGISTRATION FORM

AMERICAN ASSOCIATION OF
UNIVERSITY PROFESSORS

43rd Annual Meeting

November 1957 • Hotel New Yorker
New York City • Registration fee \$12.50

American Association of University Professors
1735 Massachusetts Avenue, N.W.
Washington, D.C.

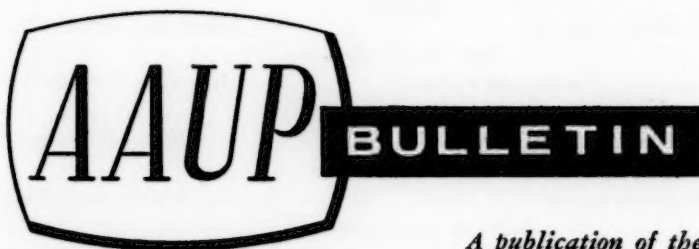
Advance registration is required for all members and non-members.
The fee includes a copy of the Yearbook of the Association, a copy of the
Proceedings of the Annual Meeting, and a copy of the Report of the
Committee on the Status of the Profession.

Members of the Association who are not registered in advance
will be charged a late fee of \$25.00. Non-members who register
in advance will be charged a fee of \$12.50.

Registration is required for all members and non-members.
The fee includes a copy of the Yearbook of the Association, a copy of the
Proceedings of the Annual Meeting, and a copy of the Report of the
Committee on the Status of the Profession.

Members of the Association who are not registered in advance
will be charged a late fee of \$25.00. Non-members who register
in advance will be charged a fee of \$12.50.

Members who have not yet received their membership card
must send a letter to the nearest local association.



A publication of the

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

VOLUME 43 NUMBER 1

Spring 1957

Editor

GEORGE POPE SHANNON

Associate Editors

WARREN C. MIDDLETON

WILLIAM P. FIDLER

Editorial Committee

SHERIDAN BAKER

DOROTHY BETHURUM

RALPH F. FUCHS

JOHN LUSKIN

U. S. MAXWELL

Publication Office: 20th and Northampton Streets, Easton, Pa. *Editorial Office:* 1785 Massachusetts Avenue, N. W., Washington 6, D. C. Issued five times a year: Spring (March and April), Summer (June), Autumn (September), and Winter (December). Subscription price (due and payable in advance) is \$3.00 a year, postage free. Foreign subscriptions including Canada are \$3.50 a year. Entered as second-class matter, April 24, 1922, at Easton, Pa., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized on September 13, 1918.

OFFICERS AND THE COUNCIL

PRESIDENT

HELEN C. WHITE (*English*) University of Wisconsin

FIRST VICE-PRESIDENT

JAMES HOLLADAY (*Banking and Finance*) University of Alabama

SECOND VICE-PRESIDENT

ROBERT K. CARR (*Political Science*) Dartmouth College

GENERAL SECRETARY

RALPH F. FUCHS (*Law*) Washington Office

ASSOCIATE SECRETARY

GEORGE POPE SHANNON (*English*) Washington Office

STAFF ASSOCIATES

WARREN C. MIDDLETON (*Psychology*) Washington Office

LOUISE E. RORABACHER (*English*) Washington Office

WILLIAM P. FIDLER (*English*) Washington Office

TREASURER

RICHARD N. OWENS (*Business Administration*) George Washington University

TERM MEMBERS

1954-1956

GLENN A. BAKKUM (*Sociology*) Oregon State College

LEWIS WHITE BECK (*Philosophy*) University of Rochester

JOHN W. CAUGHEY (*History*) University of California at Los Angeles

PAUL R. DAVID (*Zoology*) University of Oklahoma

D. F. FLEMING (*Political Science*) Vanderbilt University

MERRITT Y. HUGHES (*English*) University of Wisconsin

HARRIET E. O'SHEA (*Psychology*) Purdue University

LELAND JAMES PRITCHARD (*Economics*) University of Kansas

PHILIP TAFT (*Economics*) Brown University

MARIAN M. TORREY (*Mathematics*) Goucher College

1955-1957

GRAYDON S. DELAND (*Modern Languages*) Florida State University

MARTIN L. GRANT (*Biology*) Iowa State Teachers College

SIDNEY L. GULICK (*English*) San Diego State College

JOHN Q. HAYS (*English*) Agricultural and Mechanical College of Texas

CHARLES G. HOWARD (*Law*) University of Oregon

GLADYS M. KAMMERER (*Political Science*) University of Kentucky

U. S. MAXWELL (*Chemistry*) Lincoln University (Missouri)

GLENN R. MORROW (*Philosophy*) University of Pennsylvania

TALCOTT PARSONS (*Sociology*) Harvard University

C. J. PIETENPOL (*Physics*) Davidson College

1956-1958

DOROTHY BETHURUM (*English*) Connecticut College

HARVEY L. CARTER (*History*) Colorado College

ELMER L. DEGOWIN (*Internal Medicine*) State University of Iowa

ROBERT M. KAMINS (*Economics*) University of Hawaii

DAVID C. MURDOCH (*Mathematics*) University of British Columbia

WILLIAM A. NEISWANGER (*Economics*) University of Illinois

ANDERSON NETTLESHIP (*Pathology*) University of Arkansas

RALPH M. SARGENT (*English*) Haverford College

CHARLES K. TRUEBLOOD (*Psychology*) American University

PRESTON VALIEN (*Sociology*) Fisk University

FORMER PRESIDENTS

RICHARD H. SHRYOCK (*History*) The Johns Hopkins University

FRED B. MILLETT (*English Literature*) Wesleyan University

WILLIAM E. BRITTON (*Law*) University of California (Hastings College of Law)

University of Illinois, *Professor Emeritus*

Contents

ACADEMIC AND PERSONAL FREEDOM: ITALY, 1910, <i>Luigi Einaudi</i>	
SEGREGATION AND THE PROFESSOR, <i>Iredell Jenkins</i>	10
FOR OUR PROFESSIONAL AGENDA, <i>Harry A. Overstreet</i>	19
A QUESTION OF STYLE, <i>Robert Gordon</i>	23
THE ELEMENTS OF STATISTICAL CONFUSION, <i>William Bruce Cameron</i>	33
THE FACULTY AND THE ARCHIVIST, <i>Henry J. Browne</i>	40
SALARIES AND WORKING CONDITIONS OF SOCIOLOGY TEACHERS, <i>Kurt B. Mayer</i>	43
INTERNATIONAL ASSOCIATION OF UNIVERSITY PROFESSORS AND LECTURERS, <i>Richard H. Shryock</i>	56
THE DESK OF SISYPHUS, <i>Milton Millhauser</i>	62
TREATMENT OF FELLOWSHIP GRANTS UNDER THE FEDERAL IN- COME TAX, <i>William W. Oliver</i>	65
RECORD OF COUNCIL MEETING.....	69
BUDGET OF THE ASSOCIATION FOR 1957.....	75
MEMBERSHIP RECORD FOR 1956.....	76
FORTY-THIRD ANNUAL MEETING.....	77
PROPOSALS FOR CONSTITUTIONAL CHANGE, <i>Ralph F. Fuchs</i>	79
THE STRUCTURE OF THE ASSOCIATION—REPORT FROM COMMIT- TEE O.....	81
PROPOSED REVISION OF THE CONSTITUTION.....	85
SUMMARY OF PROPOSED CHANGES IN THE CONSTITUTION.....	91
COMMITTEES OF THE ASSOCIATION.....	93
ORGANIZATIONAL NOTES.....	100
EDITOR'S NOTES.....	105
EDUCATIONAL DEVELOPMENTS.....	110
ACADEMIC FREEDOM AND TENURE: STATEMENTS OF PRINCIPLES..	113
ACADEMIC RETIREMENT: STATEMENT OF PRINCIPLES.....	119
CENSURED ADMINISTRATIONS.....	121
MEMBERSHIP:	
CLASSES OF MEMBERSHIP; NOMINATIONS AND ELECTIONS..	122
INSTITUTIONAL DISTRIBUTION AND CHAPTER OFFICERS....	135
ACADEMIC VACANCIES AND TEACHERS AVAILABLE.....	154

Contributors TO THIS ISSUE

HENRY J. BROWNE is Professor of History at Cathedral College, New York, and Past-Secretary of the Society of American Archivists.

WILLIAM BRUCE CAMERON is Associate Professor and Head of the Department of Sociology at Bradley University.

LUIGI EINAUDI has been Professor of Economics at the University of Turin since 1955; Senator since 1919; Governor of the Bank of Italy, 1945-48; Vice-President of the Council of Ministers, 1947-48; first President of Italian Republic, 1948-55.

RALPH F. FUCHS is General Secretary of the American Association of University Professors.

ROBERT GORDON is Assistant Professor of English at the University of Oregon.

IREDELL JENKINS is Professor and Chairman of the Department of Philosophy at the University of Alabama.

KURT B. MAYER is Professor of Sociology at Brown University.

MILTON MILLHAUSER is Associate Professor of English at the University of Bridgeport.

WILLIAM W. OLIVER is Assistant Professor of Law at Indiana University.

HARRY A. OVERSTREET, Professor of Philosophy, Emeritus, College of the City of New York, is a writer and lecturer. He was a Charter Member of the Association, and in 1916 was Chairman of his "Local Branch" [Chapter] and a member of the Association's first Committee on Organization of Local Chapters or Groups. He has maintained his Active membership to the present time.

RICHARD H. SHRYOCK is William H. Welch Professor of the History of Medicine and Director of the Institute of the History of Medicine, The Johns Hopkins University.

Academic and Personal Freedom: Italy, 1910

A Statement Against the Establishment of a Teacher's Oath

By LUIGI EINAUDI
University of Turin

Note: This article, by the man who, thirty-eight years later, was to become the first President of the Italian Republic, first appeared in the Milan daily, *Corriere della Sera*, December 7, 1910. It has been republished in a collection of Professor Einaudi's writing edited by Ernesto Rossi, entitled *Il Buongoverno* (Bari: Laterza, 1954, pp. 521-526).

Publication is by permission of Professor Einaudi and courtesy of Professor John Clarke Adams, now lecturing at the Universities of Bologna and Florence. A few short passages from the original article, pertinent to the Italian political scene of 1910, have been omitted. In response to an inquiry from the Editor of the *Bulletin*, Professor Adams states his understanding that the proposed oath was not imposed, and that the first teachers' oath in Italy was imposed by the Fascist regime.

* * *

May I be permitted to put aside for the moment the discussion of the general economic and fiscal problems of the country and discuss a question that may appear to be of concern only to the profession to which I belong. I should like to do this because the interest at stake is not of a material nature, and because I believe that its defense should elicit the sympathies of all high-minded people in Italy.

During the last few years, university professors have unfortunately attracted the attention of the public only with respect to their material needs, such as the salary increases that were first refused and then conceded. . . . Today, however, the university world is up in arms over a matter of principle, which will help to show that university professors can be moved to action on matters other than those concerning their economic advancement. I therefore take pen in hand to defend the cause of my colleagues who are unjustly threatened by a government decree that endangers their intellectual freedom and therefore academic freedom in general.

II

Here are the facts in brief.

Inspired by some strange and unexplained motive, Professor Tonelli, the Rector of the University of Rome, who, I am informed, is a member of the Radical-Socialist-Republican bloc in the Municipal Council of Rome, has repeatedly urged the Ministry of Education to decide whether it could, as he believes it should, require all university professors at the time of their appointment to take the oath that is required of regular state employees. None of the professors who were informed of the matter has yet been able to understand why a professor and rector should propose a regulation that even those least respectful of learning can easily perceive would be highly inimical to the advancement of knowledge. However that may be, the Minister [of Education] was incapable of giving the definite refusal this liberty-killing interpellation merited, and instead sought the advice of the Council of State. This high body replied with a syllogism: It is true that the new law on the legal status of state employees [requiring the oath] has not abrogated various preceding laws relating to certain types of state employees, and that among these earlier laws left intact is the Casati law, which remains the fundamental law of our public education system, particularly of higher education. Since, however, the Casati law has nothing to say on the question of teachers' oaths, neither prescribing nor prohibiting them, the provisions of the new general law requiring an oath for state employees in general should be applied to university professors. . . .

Although not obliged to do so, the Minister injudiciously accepted the opinion of the Council of State, and sent an order to all rectors of state universities requiring the oath of new appointees. The reaction of those concerned was strong. In some cases new professors have refused to take the oath. . . . The Rector of the University of Turin, Francesco Ruffini, called the attention of the Minister to certain serious moral consequences of the new regulation, and to a legal error into which he believed the Council of State had fallen. It appears that the objections of Ruffini were taken seriously by the Minister, since he decided to ask the Council of State for a new opinion and to suspend the order in the meantime.

III

Such are the facts. The comments can be logically deduced from a reading of the wording of the oath that, on the initiative of a member of the Radical-Socialist-Republican bloc of the Rome Municipal Council, and with the approval of a minister who, if I am not mistaken, was once a Republican or, at least, very much a radical, is to be required of Italian

university professors. The oath is an ordinary sort of oath; there is nothing special about it:

I swear to be faithful to the King and to his royal successors, to loyally observe the constitution and the laws of the state, and to carry out all the obligations of my office to the sole end of the inseparable good of King and country.

Anyone who reads this oath will realize that, to the great men who established the basic institutions of the Italian state and who wrote the Casati law, which will ever remain a monument to their high intellectual caliber and to the farsightedness of their truly liberal views, it would never have occurred to impose such an oath on university professors. That they neither conceived of nor wanted such an oath is shown by the fact that the Casati law declares that Italian citizenship is not a requisite for being appointed a university professor in Italy. With this provision they sanctioned a significant exception to the general requirement of citizenship for all state employees. . . . Those great men, who saw the proclamation of the constitution and who led the dynasty to rule over all Italy, and who really made the Italian nation, were not afraid to say that knowledge knows no national or factional barriers, and they wanted foreigners to be eligible to teach in Italian universities—and in fact, many distinguished foreigners did become members of our faculties. . . . Their presence was a logical consequence of a higher principle: that it was not necessary to consider the nationality, the political preference, or the religious faith of a teacher; therefore, since *he was responsible to no one for his ideas*, anyone, even a foreigner, could become a professor in Italy. This practice of our universities became in time a tradition of which we can be legitimately proud; heretofore an oath has never been required of anyone who became a professor in a state university, and the Council of State should not forget that custom is an important source of law.

IV

Has the Minister considered carefully the irreparable consequences that would result from his acceptance of the advice of the Council of State? The issue is of too great an importance to be decided as if it were a minor point of interpretation of a law. Just yesterday I read a telegram that Luigi Luzzati [Italian Prime Minister] sent to the Rector of the University of Edinburgh, informing him that he had been granted an honorary degree of Doctor of Laws. In this telegram the illustrious proponent of liberalism again sang the praises of the triumph of academic and personal freedom. Is it under his government that these two most precious freedoms are to be trampled upon, thus undermining one of Italy's greatest traditions?

With an obligatory teachers' oath, there is no escape from a grievous dilemma. One possibility is that the new professors who are members of extremist parties, such as Catholics who support the temporal power, Socialists, and Republicans [followers of Mazzini, who refused to support the monarchy], will take the oath *with mental reservations*, following the example that is said to be given by other civil servants belonging to these parties, and by certain priests who are required to take the anti-modernist oath. Such teachers would deserve to be driven out of the temple of knowledge. . . .

The other possibility—the only one that would maintain the honor of Italian universities—is that only those who can take the oath in good faith may in the future become professors in Italy. This would mean ostracism from our universities for members of extreme parties. Before those who are adversely affected raise their voices, we who are not personally affected and can be suspected neither of lack of devotion to the present institutions nor of excessive sympathy toward clericals, Masons, Socialists, or other abominations, must rise against this act of insane intolerance. A true liberal must know that he would be doing a great harm to extremists if through the pretext of an oath he either barred them from a university career or else induced them to perjure themselves. The state pays professors, not for their political fidelity, but that they may teach what they believe to be the truth. To place limits on the truths that can be taught is to suppress academic freedom. One can conceive of a state that seeks predetermined results from higher education and that seeks to mold minds to its service. He who wishes such a state and who naively believes it possible to gain the devotion of the younger generations by restricting teaching may logically favor a teachers' oath. True scholars, however, cannot approve of such an oath, for they know that the *sole* guarantee of the advancement of knowledge is complete freedom, even freedom of rebellion—in *the realm of thought*—against all universally accepted principles and all existing institutions.

V

In other countries, it can be argued, it is customary for teachers to take an oath. But these are traditional oaths, framed in archaic language. In Austria, for example, professors take no oath to the Emperor, but swear to teach nothing against truth and to dedicate their lives to knowledge. Though the moral implications of such an oath are greater, its political implications are less significant than is the case with the proposed oath in Italy, where it is a question of reviving a discarded tradition and at the same time giving it a new and more restrictive content.

And why should we care what others do? Our own glorious tradition should suffice for us, the liberal tradition passed on to us from the

legislators of the heroic age of our national unification, which permitted the present Minister of Education to begin his academic career twenty years ago as professor of philosophy at the University of Pavia without having to worry about an oath that, perhaps, he would not *at that time* have been able to take. I hope that this appeal in defense of academic and personal freedom will meet with public approval. May public opinion be as demanding of us as it likes in requiring the fulfillment of our professional obligations, but for the honor of our country may it support us in our fight against any limitation—for any limitation would be disastrous—of the only condition in which we can effectively operate, that of complete academic freedom.

It has indeed been observed, nor is the observation absurd, that, excepting in experimental sciences, which demand a costly apparatus and a dexterous hand, the many valuable treatises that have been published on every subject of learning may now supersede the ancient mode of oral instruction. Were this principle true in its utmost latitude, I should only infer that the offices and salaries which are become useless ought without delay to be abolished. But there still remains a material difference between a book and a professor: the hour of the lecture enforces attendance; attention is fixed by the presence, the voice, and the occasional questions of the teacher; the most idle will carry something away; and the more diligent will compare the instructions which they have heard in the school with the volumes which they peruse in their chamber. The advice of a skillful professor will adapt a course of reading to every mind and every situation; his authority will discover, admonish, and at last chastise the negligence of his disciples; and his vigilant inquiries will ascertain the steps of their literary progress.

From the *Autobiography of Edward Gibbon*, Everyman Edition, p. 42.

*Segregation and the Professor*¹

by IREDELL JENKINS

University of Alabama

The problem of loosening the bonds of segregated education in the South is now at the center of national attention. I want to examine one facet of that problem: the moral and practical dilemma of professors who experience a conflict between their personal principles and the purposes of the universities and communities of which they are members.

To give warning of possible bias, I had better start with a few simple statements of fact and conviction. I was born and brought up and largely educated in the South, and have spent most of my life here. I studied in Europe for a year. I have lived and taught in New England for several years, and have also taught and traveled in the Middle West and on the West Coast. I am now a professor of philosophy at the University of Alabama.

I think that the present treatment of the Negro throughout the country (though most conspicuously because most openly in the South) is clearly unjust. I recognize that change can come only gradually and hesitantly, but I feel that the only sane course for the future is to make real the paper promise of equal opportunity, especially in education. More particularly, I am convinced that the universities of the South should play a constructive role in this undertaking, and should on their own initiative begin to open their academic communities to qualified Negroes who want and need the training that can be obtained only within these communities. I am by no means alone in this conviction: it is widely held among the faculties of the colleges in question, to a lesser extent among the students, and probably still less among the people at large. But there is a solid and widespread core of support for this view.

I presume that the various episodes that have occurred in connection with this issue, and most notoriously the events at the University of Alabama during last February and March, are too familiar to require even a summary. But a brief reference to general conditions is necessary. The most vocal segments of the public, and of the various state legislatures, are vehemently opposed to integration in any way, on any terms, at

¹ From *The Yale Review*, Winter, 1957. Reprinted by permission of the author and the Editor of *The Yale Review*.

any level; this is quite certainly true of the majority of the citizens of several Southern states. And it must be remembered that a state university is immediately dependent upon the active good will of its legislature; and more remotely, though quite really, upon the support of the people at large.

It has been publicly stated that the governing officers of several Southern state universities share the common opinion: they sincerely think that integration is morally and socially wrong, and that segregation is for the real best interests of all concerned. It is common knowledge that they resisted to their legal utmost the consequences of the recent Supreme Court decisions on this matter. There is no question that they were within their right and authority in doing so. And there is little doubt that public opinion and political realities would demand such an ostensible stand, whatever the private opinions of those in authority. On the other hand, these officers acknowledged the sovereignty of national law, submitted to it, and admitted several Negro students. I think that the sincerity of both their beliefs and their actions, their opposition in principle and their conformity in practice, should be accepted: they did not approve of integration, but they acceded to it.

Many harsh words have been uttered on the way in which this policy has been applied in various concrete cases. However, I think it is extremely impertinent, and it is altogether irrelevant to my purpose, to question the motives and the decisions of those who have had to take responsible action in these cases. I dissent from their policy on the general issue, and I regret the outcome of specific events. But I sympathize with them in the difficult position in which they are placed. I am confident that they hold their beliefs honestly and have acted in good faith. I will even entertain the abstract possibility that their principles and policies are correct. Intellectual and moral intolerance are never virtues, and they are highly inexpedient in one who adheres to a minority opinion. So let us stipulate the good intentions of all parties, and move on to the problem that really and immediately occupies me.

II

My concern lies with the moral dilemma that now confronts all those professors who share my convictions. The official policy of several Southern universities, reflecting pressures from their states, is openly opposed to integration in principle, and apparently determined to employ all available legal means to delay and contain its realization in practice. I am by no means alone in my feeling that gradual integration is necessary on both moral and social grounds. Finding himself in this situation, what is a person to do? What is the proper, the moral, course for a pro-

fessor to follow in these circumstances? In what way can he best fulfil the various obligations that he is under? I think we shall find that this seemingly simple problem is in fact enormously complex, and perhaps even insoluble: at least in the sense of affording a solution that satisfies all of the demands of moral obligation and violates none of them.

The solution that probably offers itself most spontaneously is to resign forthwith. This can be done either with quiet dignity or with a ringing public declaration in which one asserts one's own dedication to high ethical principles and denounces all who disagree as subverters of morality, religion, and the law of the land. The latter course is particularly appealing. It is fed by frustration, warmed by devotion, sustained by anger, and clothed in nobility. I can almost see our colleagues in more fortunate (in this matter) Northern and Western universities leaning forward with ears cocked to catch the first note of our protest and departure. Soon they become impatient, their feet tap, their gorges rise, their indignation mounts—and their fingers itch. As this last symptom grows intense, they will make our declarations for us: and I can assure them that we will agree with every word.

Facetiousness aside—and any situation as dramatic as this is forever hovering on the brink of the facetious—resignation may be the best solution. Those adopting it serve at least two good purposes. First, they assure the world at large that there is solid opposition on the faculties to the official policy of segregation, that there are many professors who are dedicated to the cause of progress and equality in race relations. And this will certainly help to repair that precious asset, the national reputation of these universities. Second, those who resign serve notice on state and university authorities, and on the people at large, that a substantial body of the academic profession places freedom in all of its forms almost first among the virtues, and rejects both the policy of enforced segregation and the practice of absentee management. This gives clear warning that these universities could be vitally weakened if their course is narrowly and blindly pursued. To the extent that the people value education, and are proud of their institutions, this awareness can be a very effective deterrent.

But there is another side to this solution. If all, or most, of those who are of this opinion resign, then who is to defend their cause? He who runs away may very well live to fight another day—but not in the battle now in progress. The place to fight for a principle is where it is a living issue, not where it is an accomplished fact, and still less where it has become a mere object of sanctimonious self-congratulation. An individual who resigns inevitably weakens both the cause and the institution to which he is committed. For it is where the issue is in doubt that one's

forces should be mustered, and he who withdraws deprives his colleagues of support they badly need. Resignation is certainly one legitimate moral decision, furthering some real values, and it will rightfully be adopted by some professors. But these conditions give pause to many who contemplate it.

There is another solution to the dilemma that is equally obvious but radically different: this is to ignore the problem and cultivate one's garden. Those making this decision take the attitude that there is nothing effective they can do about the immediate situation, that its nearness exaggerates its seriousness, that it will anyway improve rather quickly in the natural course of events, and that they will merely stir up trouble by intruding where they lack either the power to stand against public opinion or the influence to alter it. These professors hold, with much reason, that their first commitment is to the discovery and the teaching of truth, and that their involvement in this issue will only distract them from these more important purposes. They are unhappy about the present state of affairs, they disapprove of the policy being followed, and they are anxious to see it changed. But they are convinced that their best and wisest course is to go about their business as scholars and teachers with all of the concentration they can command.

This decision is not nearly so defeatist as it must at first appear. There are persuasive arguments in support of it. Our society as a whole is deeply committed to the belief that education is the principal medium through which we influence our future condition. It is in our schools and colleges that the character of coming generations is formed, their opinions and attitudes molded, their expectations and aspirations defined. Upon this we would probably all agree. And professors are, after all, engaged in education.

So those who make this choice can claim with much reason that they are the true supporters of our common convictions. To cultivate one's garden might appear a rather passive and selfish decision. But if one's garden grows young minds, that is a different matter. If our beliefs are true and our purposes good they will supply their own persuasion and will win the allegiance of sensitive and intelligent youth. In that way, and that alone, can we secure the future we deem right. Public opinion and popular prejudice, court decisions and legislative resolutions, the witch-hunts of erratic senators and embattled economic groups, the vagaries of foreign relations and domestic politics—all of these are largely beyond our immediate control. They are pressures to which all academic communities are unavoidably exposed. It is our responsibility as professors to protect our own community against them when they are running strong, and to maintain its integrity so that it can eventually correct them. If we can thus preserve and perpetuate our faith, then we

hold destiny in our hands. So argue those who make this decision, which is again a perfectly justifiable one, both morally and practically.

III

Both resigning and cultivating one's garden are quite straightforward, and once the decision to do one or the other is taken it can be readily adhered to. But it requires an extraordinary degree of intellectual certitude and moral assurance to publicly wash one's hands of a great university and assert that its case is hopeless, while it requires an arrogance that is either divine or demonic to adopt this attitude toward a whole huge section of the country. On the other hand, to prepare a future that one may never see demands a patience and faith that many do not possess.

For these reasons, numerous professors are now looking—as they have looked in analogous situations at other times and places—for some middle course between resignation and acquiescence, which are both tantamount to withdrawal, at least from the immediate conflict of views. What such men desperately want is to participate in the formation of present policy and in the determination of impending events.

It is impossible to plot such a course in detail, and difficult to define even the direction it should take. Only the rough outline is clear: to state one's ideas in public, to mix them in the melting-pot of discussion, and so to have them make their impact on whatever decisions are taken. The call to make such a contribution bears upon many professors not only as an abstract right but even more sharply as a concrete duty. An extremely important issue, affecting far larger interests than merely those of one's university, is being fought out; extreme courses are being frenetically urged; the little white ball of public opinion and policy, whirled wildly around by these forces, is about to stop on either *le rouge ou le noir*. In any such case it appears to be the obvious responsibility of the academic community to make its position clear and to state its arguments as compellingly as possible. A university is supposed to be a place where passions are purged of prejudice, and emerge as thoughtful emotions and intentions. One of its most significant functions is to educate public opinion, to draw it toward what honest inquiry indicates as the best policy. Many professors therefore feel a deep conviction that they must make their views known; and they feel it the more intensely when their views are being widely misrepresented by irresponsible parties who give the false impression of speaking for them and for the university as a whole. The only way professors can protect themselves against this abuse, and fulfil their obligation as scholars and citizens, is to raise their voices.

Their right to do this is not questioned by anyone. But the possible consequences of the exercise of this right are portentous. I think we can ignore the purely personal consequences. Most professors who feel strongly on any such issue as this are perfectly willing to run the risk of official disfavor or dismissal. And these risks are in fact quite small. The university itself, and behind it all of the panoply of academic and professional organizations, would very certainly defend any professor who faced persecution for stating his views. Even if the worse came to the worst, and he were forced out, martyrs do not usually want for jobs. There is, indeed, another and far uglier aspect of this matter: that is the possibility of personal abuse and outrage from those self-declared protectors of public morality, the White Citizens Councils. This is a real risk. But it is apt to be demoralizing rather than dangerous, and to be silenced by this threat is to acquiesce in the abdication of reason and moderation to ignorance and fanaticism; so this again will not seriously deter many professors from declaring and supporting their convictions.

It is the larger consequences of a course of active intervention that are frightening. Professors are soon made to realize that when they raise their voices it is the university that is heard. So whatever they say must be measured in terms of its impact upon their universities, not merely upon themselves. This impact comes eventually from public opinion, and more directly from the state legislatures that represent it more or less accurately. And the people will make their weight felt against a university that ignores their demands and espouses ideas and policies to which they are vehemently opposed.

It is from these simple facts that there emerges the complicated web of the professor's dilemma. He wants to assert what he thinks is right, persuade the people to his views, and so advance the cause of what he regards as justice and progress. But he finds that in doing so he runs the risk of alienating the people, weakening the effectiveness of his university, and damaging the cause he seeks to serve. In the pursuit of his clear goal he finds himself launched upon a course that often appears cowardly to his distant colleagues, that seems devious even to himself, and that demands constant compromise with his purpose. So does the practice of his principles threaten to undermine and perhaps betray them.

A large number of professors will certainly engage themselves in this course, pursuing it in various ways and with varying intensities. If successful, it promises the fullest measure of value. It is at once a policy of protest against evil, of the cultivation of virtue, and of active struggle for good. But those who choose this course confront grave difficulties. In committing themselves to change the direction of events, they put themselves partly at the mercy of events. They must be prepared to make concessions that they deem unworthy, to sacrifice abstract principles for

concrete values, and to temper morality with prudence. Even with all this they may find that they do more harm than good: by exposing their intention to lead university policy in one direction they take the calculated risk of arousing community feeling to such an extent that this policy will actually be forced in the opposite direction. It is this realization that weighs most heavily upon responsible men and makes them hesitate before this decision.

IV

The broad problem that professors and academic communities confront in the question of integration versus segregation in higher education is by no means novel. It arises whenever universities become involved in issues of general concern. The normal and usual operations of a university are pretty well insulated against either the interest or the scrutiny of the public. The business of education that we carry on is felt to be sufficiently remote and esoteric, while the research in which we engage is regarded as absolutely mysterious. So we are generally left alone; and when we meet public groups, as lecturers or consultants, it is largely on terms that they define and for purposes that they determine. This isolation is a tremendous value, and is well worth the price of the benevolently patronizing attitude with which we are often regarded, as though we were precocious children playing with very expensive and complicated toys.

But situations frequently arise in which this isolation is breached, and universities are projected into disputes where feelings run high. Pacifism, Communism, economic collectivism, religion, loyalty, are among the issues in which universities have been involved in recent years. This happens in accord with a familiar pattern. A larger or smaller number of professors enter or get drawn into the dispute, their opinions and actions are publicized, and much is made of their academic affiliation. This outrages a more or less powerful segment of the public, which demands that the professors be chastised and their views disowned. So the university as an official body is sucked into the vortex, usually against its will and always against its interest.

The problem at present confronting many Southern universities varies from this pattern in two respects that are unessential but nevertheless vastly important. In the first place, these universities are at the very center of the dispute from the beginning: since it is precisely the course of events within their communities that is at issue, they are at once forced to take an official stand on the matter. In the second place, feeling on this question is far more intense and widespread than it has been on any other in which American universities have been involved.

In any such case as this, the first and proper instinct of a university is to preserve itself by recovering its isolation. This is the right course for the simple reason that the university's vulnerability before the situation is far greater than its power to control it. The influence of a university rests on the authority of reason, and this makes small appeal to violent emotions and militant prejudices. A university can effect little in the larger community in such circumstances, while it can suffer greatly. What it can and should do is to preserve the academic atmosphere of its own community: it can protect its faculty against any threat to the right of free and open discussion, even if some professors indiscreetly abuse this right; and particularly it can cultivate the virtues of intellectual integrity and tolerance that are at once its privilege and its responsibility. Universities are magnificently equipped to discover the truth and make it available to minds that have been prepared to appreciate it. But they are extremely ill equipped to mobilize and direct popular sentiment. The subtlety and caution, the detachment and balance, that are necessary to the first task disarm them for the second. So when public feeling is aroused there is little a university can do save wait for the storm to subside, when it can again assert its position and influence.

Universities are institutions. Roughly defined, an institution is any association serving a public purpose: other familiar examples are organizations as different as churches and political parties, hospitals and courts of law, professional and philanthropic groups. Now, the morality of institutions differs from that of individuals in several notable respects, and especially in this, that institutions must have a high regard for expedience. Institutions must always keep an alert eye on the consequences that their policies and actions are apt to have upon themselves, and they must frequently act in a coldly practical manner. The reason for this is simply that institutions are infinitely less expendable than individuals: they are, in fact, literally indispensable. When an institution is seriously weakened, it takes it a long time to recover; and in the meantime it leaves a vacuum in which its functions go unperformed and its values unserved. So a university is justified, and even obligated, to bow to the expedient and to cultivate prudence in a manner that would be clearly immoral in an individual.

Professors, as members of a university, inherit this obligation. And with this recognition the character of the dilemma that professors confront is exposed in all of its stark and unrelenting harshness. As individual moral agents they feel obliged to serve the right as they see it. As members of an institution they feel obliged to consider its judgment of what is expedient and practicable in the light of its vital interests.

V

Given this conflict, it is inevitable that different men will resolve it in different ways. Furthermore, it should be evident that there is no single right solution to the problem. Each of the courses discussed above will further some real values, both personal and social, and will impair or destroy other values. The decision made by any professor must depend upon his estimate of the relative importance of these values; and perhaps even more upon his judgment of the way in which he can make the most effective contribution. Withdrawal, acquiescence, and intervention will all be honestly employed as means toward the same end. Principles are categorical; but they conflict, and conditions alter their application. So men who are equally well-intentioned but differently circumstanced will with equal justification make different choices.

The final answer to the challenge of integration in universities is going to emerge but gradually, out of much time and travail. The tensions of this period can be eased only to the extent that people grasp the intricacy of the issue that confronts Southern universities and faculties. It is to this purpose that I have sought to examine the problem and its possible solutions in a detached and abstract manner, and especially to show that it is by no means unique, but is only a particularly virulent case of a common kind. To those of us who are now living through this problem, it does not present itself in any such impartial and dispassionate terms. It pervades our thinking and feeling, it calls for our commitment, and it affords us no hold for a satisfactory decision. Under these conditions, our behavior is sure to satisfy others as little as it does ourselves. I would like to bespeak the sympathy and understanding of our colleagues, both for us and for our universities. Let them think back upon similar situations in which they and their institutions have been caught up. May this remind them that while it is quite easy to say what is right under hypothetical conditions, it is extremely difficult to decide what is best in actual circumstances.

The Ford Foundation has announced that it will assist university presses, over a period of five years, with a grant estimated at \$1,750,000, without dictation of the publications to be benefitted, except that they be in the humanities or social sciences, and that textbooks be excluded. Other provisions are calculated to spread the benefits over as many projects as possible, to assure equal consideration for scholars not connected with an institution sponsoring a press, and to eliminate the need of author subsidies.

For Our Professional Agenda

By HARRY A. OVERSTREET

Falls Church, Virginia

Months have passed since I first read a certain book: *The FBI Story*, by Don Whitehead. But I continue, oddly enough, to think of it as one I want to talk over with my fellows in the academic world.

I say "oddly enough" because the book—written by a newspaper man about a federal bureau—seems to lie outside the normal bounds of our professional literature. But it's hard to tell, nowadays, where the bounds of that literature really are.

There are some subjects that cut across all the departmental lines of the academic curriculum; for they have to do with the social, political, and legal structures within which truth can be freely sought and taught at the top level of our intellectual competence.

These subjects, moreover, cut across those lines—far less definite than they used to be—that separate town and gown: for they relate the freedom of laboratory, library, and classroom to the freedom of all citizens: freedom to think, talk, question, assemble, write, publish, read, worship or not worship; and, not least, *freedom from fear that freedom may be on its way out*.

I take it that the whole problem of national security in today's world, and of the machinery set up in behalf of that security, or in the *name* of that security, constitutes one such subject. Therefore, my wish that *The FBI Story* would be widely read and discussed within academic ranks.

The author subtitles the book *A Report to the People*. We are among the people. My hope, then, is that we will take this report seriously: that we will take it in hand; lend our minds to its facts and implications; talk it over; raise as many questions about it as we think should be raised; and direct these questions to the person in the best position to know the answers and, if need be, document those answers: namely, J. Edgar Hoover.

It strikes me that if we would accept this book as a starting point, we might help to do a notable job that needs to be done in this country: that needs to be done in behalf of the mind's freedom from fear. This is the job of sorting out rumor from reality; planted misrepresentation from actual fact; hysteria from legitimate concern about internal and external

threats to our national integrity and security. Further than this, it is the job of firmly establishing the habit, so far as the area of national security is concerned, of going to sources, framing specific questions and seeking their answers, making clear-cut distinctions between the policies and activities of the various federal bodies concerned with security: the job, in brief, of retrieving the security problem from rumor and vagueness.

We are trained to do this sort of thing. It is our business. Also, our responsibility. Until this book appeared, however, we simply did not have access, so far as the FBI is concerned, to any sufficient body of facts to examine and appraise.

This leaves us with the question, of course, of the book's accuracy and objectivity. I myself have tried to judge it as I would any other piece of writing that claimed to be a report on a subject that is both significant and commonly clouded by emotional reactions—pro and con. I have tried to estimate the accuracy and importance of the documented facts the book contains, particularly where these relate to such "charged" subjects as the arrest of persons engaged in recruiting volunteers to serve with the Loyalist forces in Spain; the evacuation of the West Coast Japanese; America's being caught off guard by the attack on Pearl Harbor; and the Rosenberg case. Where I have had questions about these, or about the respective roles of the FBI and other federal agencies in relation to these, I have done what I recommend above: namely, put them to the Bureau itself. I have encountered no reluctance to lay the facts on the line.

Also, I have tried to look beyond the book at the author—his character and qualifications. Don Whitehead is a newspaper man; but he is no hack journalist. Formerly a special feature writer for AP, and one of America's top war correspondents, he is now Bureau Chief of the Washington office of the *New York Herald Tribune*. He has twice been awarded the Pulitzer Prize for his handling of domestic and foreign news. From all I can learn, he is highly respected by his colleagues for both his top-level ability to distinguish fact from fraud and his strong taste for integrity.

In the Preface, he gives his own reasons for writing the book: "I wanted to know how it was that J. Edgar Hoover had survived as Director of the FBI for thirty years in a city of politics where the casualty rate runs high among bureau heads. I wanted to know why and how the FBI operates as it does. And I wanted to know whether there was any basis of truth to insinuations I had heard that the FBI represented a shadowy menace to civil rights.

"In short, I wanted to learn the facts so that I could report the inside story of the FBI—a story which, curiously enough, had never been told in its entirety."

Mr. Hoover did not jump at the chance to have such a book written. For one thing, it would mean, he realized, that the already overworked members of the Bureau would have to find time somehow to search out and make available to Mr. Whitehead a vast array of records and documents stretching back over a period of almost fifty years. Further than this, time would have to be found for answering the multitude of questions that the newsman would inevitably and rightly want to ask in the process of interpreting these materials. Also, the prospect of such a book brought up the well-nigh insoluble problem of making it authentic and comprehensive—an honest “report to the people”—without violating such areas of secrecy as must be maintained for the common welfare.

In the end, however, the Director yielded to Mr. Whitehead's patience and persuasion; and the research was on. “As I dug into the record,” the author reports, “a story began to emerge which was far more exciting to me and far bigger in scope than I had realized it would be. The ‘mystery’ of the FBI was no longer a mystery. The shadows disappeared. I found in the FBI story a stirring American adventure of pioneering on the frontiers of law enforcement and national security.

“But the most important thing of all in this pioneering was the struggle to achieve incorruptible enforcement of the law by professionals trained to protect civil rights.”

Shortly before his death, H. G. Wells wrote that a “frightful queerness” had come over the affairs of men and nations in our time. That “queerness” has not diminished during the years since his words were written.

It is a “queerness” compounded of many converging influences and events. Among these, certainly, have been social, political, and economic dislocations that have wrenched millions of human beings loose from their traditional moorings and made them physical and psychological wanderers upon the face of the earth. Also to be reckoned with are technologies that have rendered obsolete not only the factories and farms of yesterday but the provincialisms, segregation patterns, isolationisms, and imperialisms of yesterday; and ideologies born of the marriage of practical desperation and intellectual abstraction, committed to tactics of compulsion, conspiracy, and double-talk, and dedicated to the proposition that men and nations that do not accept the Word must be liquidated.

As the offspring of “queerness,” moreover, we have queernesses galore: crime, violence, corruption, alcoholism, racism, vigilantism, subversion.

No nation in the world is able, today, to make do with only such mechanisms of law enforcement and security as were set up prior to the Age of Queerness. Each nation, free or totalitarian, has, we might say, established security measures after its own kind.

Our problem, in this country, has been to preserve and strengthen *liberty under law*. The going has not been easy. Errors aplenty have been made. Rumor-mongers have had a field day. Yet in the FBI we have, I believe, achieved a type of national investigative and law enforcement agency that can stand the light of day. The Whitehead book casts upon it that light of day—and invites the people to make their appraisal. It is my hope that a great many members of the academic profession will be among those who accept the invitation.

The Federal Government has decided that Federal security regulations should not apply to academic personnel working on unclassified projects. This decision was stated on August 15, 1956, in a letter from Mr. Sherman Adams, Assistant to the President, to Dr. Detlev W. Bronk, President of the National Academy of Sciences, following recommendations previously made by the Committee on Institutional Research Policy of the American Council on Education and by a committee of the National Academy of Sciences under the chairmanship of Dr. J. A. Stratton, Vice-President and Provost of Massachusetts Institute of Technology.

The following excerpts are from the report of the National Academy of Sciences committee:

"Authentic progress in science stands on its own merits. So long as the scientific integrity of an individual is unaffected by his political, moral, ideological, loyalty, or other attitudes or commitments, those attitudes and commitments have no bearing on the merit of his research.

"Lack of scientific integrity from whatever cause will be revealed inevitably by the normal critical scrutiny to which the free and open work of every scientist is subjected throughout his career by fellow scientists. Consideration of scientific integrity is a routine procedure in all Federal agencies concerned with the administration of grants or contracts for research. There is no reason for singling out research for the application of loyalty requirements which set it apart from the multitude of other unclassified activities engaged in by the Government through contracts and grants."

Resemblances will be noted between this statement and statements to be found in the reports of this Association's Committee A since 1948; in resolutions approved by Annual Meetings from 1950 to 1955; and in the Annual Meeting's approval, in 1956, of Section B of the Special Committee's report on "Academic Freedom and Tenure in the Quest for National Security."

A Question of Style

By ROBERT GORDON

University of Oregon

Les contes infinis qu'on faisait des miracles de saint Martin n'empêchèrent pas les artistes de préférer le trait le plus humain de sa vie, et d'éterniser le geste héroïque du jeune soldat romain coupant de son épée, pour vêtir un pauvre nu, la moitié de son manteau militaire.

Émile Mâle

I first saw Tom Philips' new book, *Frontiers in Social Studies*, at the University Co-op. Since Tom was of our own faculty, the Co-op, in a burst of provincial pride, had displayed it generously over an entire table. I picked up a copy and read a paragraph, not only because I was a friend of Tom's and wished to savor his success, but also because I had heard him butcher the language with the jargon of his profession so often that I wanted to see if the prospect of permanence between cloth covers had subdued him to a better mind and a less gritty vocabulary.

Nothing of the sort had happened. The first sentence of my paragraph staggered along as follows: "Moreover, it should not be forgotten that recent analyses of assorted ideational types reveal that the phenomenon of social-directed ideation among high school students occurs with the greatest frequency among the more highly intellectualized deviates and rejectees of the urban fringe." A fine way to say that clever suburban students often turn into utopians when they don't get along with their classmates!

I was taking breath for an assault upon the next sentence when Jo Philips appeared on the other side of the table. She looked at me as though she knew every dark corner of my disapproving thoughts, and because I assumed that she was there to gaze with pride upon the evidence of her husband's new fame, I attempted an enthusiastic smile. But she surprised me:

"Don't pretend you like it. I don't."

She said it seriously, almost angrily. My smile faded at once. "Well," I said, "I suppose he has to write like the others. I must say, he certainly has caught the tune."

She was silent for a moment, then she picked up a copy, opened it, and read the dedication: "'For J. P., with love and gratitude'—that's

the only plain talk in the book. Bob, you're an English professor—why don't you take Tom in hand and reform his language?"

"Sorry, Jo. What Tom needs is 'a sequester from liberty, fasting and prayer, much castigation, exercise devout.'"

"Well, you won't accomplish anything by quoting Shakespeare at him. But you should be able to help somehow. Why not turn on your charm and go to work on him?"

"Nothing easier. All I have to do is go up to him and say, 'Look here, old man, you'll really have to stop mauling our ancient tongue. Now, if you'll agree to see me for an hour a week of private tutorial work, I'll guarantee to have you making sense within the year.' Why, he'll write me off as a red-hot Tory and I'll never see him again."

This stopped her, but only for a moment. She put on a rather pained expression and continued: "Bob, let me tell you what happened yesterday morning. We had just sat down for breakfast and I had made some harmless remark about it being two months until Christmas and I wondered whether we should get our shopping done early this year. Well, Tom looked at me with a fishy eye and said, 'My, you have a strong tendency towards tradition-directed ethnocentrism this morning.' My God, Bob . . . 'tradition-directed ethnocentrism' before I'd even had my first cup of coffee! Of course, I know he said it just to be funny, but that's the only form his humor seems to take these days—and besides, he talks that way seriously sometimes. Can't you see what I'm up against?"

There was no answer to that one. Jo was a charming girl, and much of her charm lay in a certain buoyant sauciness that went well with her dark eyes and plump body. But Tom could easily destroy it entirely if he fed her a steady diet of the same verbal straw that he gave his readers. Of course, there was probably nothing I could do about it. These sociologists are proud and defensive concerning their relatively new field of study, and their bristling language is a warning to the world that only professional specialists may walk within their charmed circle. But Jo wanted me to make a show of rallying around, and besides, I was curious. Why should Tom talk that way so much of the time? We can put up with that sort of thing in faculty circles, for few professions demand a greater tolerance of bad language than the academic. But you would hardly expect Tom, even from a desire to be funny, to address his own wife as though she were a seminar at the New School for Social Research.

"I'll do what I can," I said. "I'll trap him at the faculty club tomorrow morning and begin some sort of campaign."

"Thanks, Bob, and good luck. Now come over to the student union and buy me a cup of coffee."

II

When I arrived at the faculty club the next morning, Tom was sitting alone, soberly studying the black hell-brew that the club offers its members as a means of impelling them through their morning classes. Tom was not handsome. His face was white and soft, and no matter how close he shaved, his beard showed against it like fine grains of black sand. But his eyes were mild—very mild. They were not the eyes of a man who subjects his wife to linguistic torture at 7:30 in the morning.

We exchanged greetings cheerily enough and I poured my coffee and sat down so that I could face him across the table. Then I dropped a copy of his book down between us and began the day's attack.

"Congratulations, Tom. I've been looking through this new book of yours. You must be feeling pretty proud of yourself these days."

"Thanks, Bob. If you don't mind my saying so, it's refreshing to hear that sort of talk from an English professor."

"I see what you mean. My more conservative colleagues are liable to grumble something about Shakespeare's knowing more of man and society than all the sociologists combined. Now what could Shakespeare, for all his virtues, have to say about the effects of urbanization on American status-concepts in the year 1955?"

"Ah! My second chapter."

"Right. You covered the ground beautifully in that one. . . . There's one passage that puzzled me a little, though, on page 48, if I remember."

I picked up the book and turned to the passage in question. Tom leaned forward, exhibiting a warm-hearted desire to make the rough places plain. I had succeeded in creating the necessary spirit of harmony. After all, as Tom himself had written in one of his more lucid passages: "Rare indeed is the non-social deviate who fails to respond to the explicit manifestation of peer-group approval."

"Here it is," I said. "It has been observed that the offspring of familial units in the lower economic brackets demonstrate a frequent tendency to sublimate status-anxiety by means of organized aggression against societal mores, such aggression taking the form of vandalistic assaults upon institutionalized properties.' If I read that correctly, Tom, it means that the children of poor parents often try to smother their sense of inferiority by throwing rocks at the schoolroom windows. Is that right?"

"Well, yes, I suppose so."

"Good . . . now here's the catch. I know perfectly well that these ideas of yours are sound, weighty ideas—but just the same, in my own haphazard way I managed to come pretty close to your thought in about half the number of words. Now don't get me wrong; I don't want you

to write like a barbershop philosopher. But couldn't you try to compress things just a little?"

I had expected that question to squander at least half of the good humor I had previously built up, but I was wrong. It seemed to exhaust the supply entirely, and Tom began to talk at me like a rather grim public statue.

"Bob, the difference between yourself and your more fossilized colleagues seems less than obvious at the moment. How many times do we have to tell you gentlemen that if social studies are to achieve anything they must employ a diction that is rigidly objective, that utilizes scientifically valid terms, and is totally free of the curse of inherited emotive connotations?"

"Yes, Tom, but what's so impure about my little sentence? Isn't it just as antiseptic as yours? Where are all these smelly connotations you're talking about?"

"Good God, man! Just think of all the condescension in that word *poor*."

"Well, suppose you're right—what then? Your sentence has some alarming connotations of its own.

"How so?"

"Why think, Tom. Look at the way you've mechanized those children you're talking about. They're trapped in that sentence of yours like Charlie Chaplin among the cogwheels. Your language treats them like things, not human beings, and that's the sin of sins. Why should you, of all people, write like that? Your style is away out of line with your ideas. You think along democratic lines, and you reach democratic conclusions, but your language is Big Brother from beginning to end."

"I see. So you've been at your Orwell again. And not so long ago it was Aldous Huxley. Do you English professors ever read anything else?"

"Don't get me wrong, Tom. I'm thinking in broad terms of what may happen. You know as well as I do that hot words can lead to fights in the street; I'm afraid your so-called 'scientific' words could lead to a dictatorial solution of all these problems you're talking about. Believe me, when dangerous language finds its way into the bloodstream some peculiar things can happen."

"Exactly. Now pull up short and think for a moment. Ever since the human race began, it has tried to deal with its social problems in the fuzzy, emotive language of religious commandments, ethical systems, royal edicts, revolutionary manifestoes, and so on. These things haven't worked; they were aimed at action and power, not knowledge. What we sociologists want is first to *know*. We propose to study the human group as objectively as possible, so that anything we propose will be founded on

verified fact, not mere will or whimsy. We're not degrading the human race. We're simply taking its problems as seriously as they deserve to be taken; therefore we use as far as possible the language of pure knowledge—the language of science."

It was a sturdy answer, and while Tom spoke his pale face reddened and he became a little breathless. There was passion there, no doubt of it. I had failed to make any impression whatever, and it was my own fault. Instead of limiting my objective to the planting of a small seed of doubt in his mind, I had gone all-out with a lot of windy nonsense that wouldn't alarm anyone who wasn't already on my side.

Since the time was getting short, there was nothing for it but to bow out of the argument with some sort of wisecrack. "Well said, old man. Seldom has good language been used so effectively to defend bad."

Tom smiled into the dregs of his cup, then at me. "Is that the best you can do?" he said.

"I'll say no more for the present—except this: how about a year's moratorium on that word you used a moment ago?"

"What word?"

"*Group*. In sound, in sense, and in what you call 'emotive connotation' it is by far the ugliest word I know."

"But consider, my dear colleague—we sometimes have to submit ourselves to the traditional verbal symbols of the language. Does our little English professor object to that?"

I got up. "Pardon me, I have a class."

As I walked out the atmosphere was decidedly chilly, or as Tom would have put it: "Our dyadic group was revealing its ephemeral status."

So ended the first lesson, and, as far as I was concerned, the last. But I continued to be disturbed by a feeling, not only of defeat, but also of curiosity. When I thought of Tom looking across that table at me and defending his language with a fine, generous passion, I couldn't reconcile the image of him as he was then with the manner of his book. For the more I read it the more I realized that the basic attribute of its style was not objectivity—not even academic heaviness—but a giddy excess of big, hyphenated words that could only spring from a source far deeper and more interesting than the desire to assume a professional stance.

III

Perhaps my curiosity would have remained forever unsatisfied if an event hadn't occurred a week later that was ultimately to lead me close to the heart of the mystery. This event was the appearance on the campus, under the auspices of the university's Distinguished Lecturers

Committee, of Dr. Bella Wilcox. Bella was now head of the department of sociology at the Midwestern College of Social Studies, and was a formidable figure among the sociologists of the country. To me, however, she was a decidedly acid memory of twenty years' standing. She and I had been undergraduates together at Greenbelt College in North Carolina. At that time she was a slight, intense creature with earnest brown eyes and brown hair that was gathered into a strangely old-fashioned bun. She was a sociology major then, but she spent most of her time organizing her fellow students on behalf of all the great causes of the day—Spain, Labor, the Jews and the Negroes. Since I had fancied myself richly in love with her at the time, she had had no trouble organizing *me*. I can still remember how the sun felt on the back of my neck as I paced up and down before a restaurant of whose employment policies Bella disapproved. It was exhilarating, after a fashion, to be dragged from the shorter poems of Donne to carry a placard reading "Fight Nazi Tactics in Greenbelt" during the hottest hours on the hottest day of a Carolina May, and I would have gladly picketed the place well into the summer. But a few more weeks spent working with Bella over the crucial issues of the time soon convinced me that her concern for the downtrodden was not nearly equal to her intense pleasure in gathering devotees together and marshalling them with an iron rod.

After our graduation there came the war. I lost sight of Bella, and I thought about her hardly at all. Occasionally, however, both during the war and after, I caught from afar the distant rumble of success, always a little more awesome when it is a woman who is succeeding. I sometimes saw her name in a magazine, followed by such titles as "Eminent Welfare Consultant" and "Leading Educator and Authority on Personnel Problems." If I had thought much about her, I would have probably dismissed it all as slightly phony, but I didn't think about her—until her appearance on our campus forced me to.

Her lecture was announced, and its title was a warning of dull things to come: "The Counselling of Chronic Dissavers." Bella was apparently going to palm off a fledgling article on us. But I went to hear her anyway, partly to see how the old warrior was carrying her years, but mainly because Tom Philips, aware of my previous passion for her, and perhaps anxious to turn the other cheek after our tussle at the faculty club, had invited me to a tea in Bella's honor that was to be given at the home of George Dunham, the head of the sociology department.

I went to the lecture with Tom and Jo. It was held in the auditorium of the student union at 3:00 o'clock on a warm October afternoon, and it was a miserable affair from beginning to end. Bella had become a dreary schoolmarm. The bun was still there, but her hair was dull, her nose was sharp, and her hard eyes constantly flicked from side to side as though

mounted on precisely ground steel bearings. Moreover, the audience was scanty, the prospect of trees and grass through the open windows induced feelings of frustration, and the lecture itself was delivered in a sociologist's jargon that made even the prose style of Tom Philips seem graceful by comparison. Again and again Bella used that appalling word "dissaver." It was apparently supposed to signify people who spend more than they earn, and to do so without "inherited emotive connotations," but by the time Bella was through it was so obvious that she didn't care at all for these "dissavers" that she might as well have called them spendthrifts or wastrels and let it go at that. As far as I understood it, Bella was recommending that welfare counsellors treat most of their applicants to a terse lecture on Free Enterprise and show them the door. It was good, common-sense advice, no doubt, particularly in a time of general prosperity, but it did seem to be lacking in what was once called *caritas*. It was clear that, in the process of becoming the very symbol of the Successful Woman, Bella had developed an awesome impatience with the unsuccessful. Of course, Bella wasn't the first person to whom this had happened, but she was, after all, a specialist in the techniques of social welfare.

Near the end of the hour Jo nudged me and whispered: "This is even worse than Tom. Maybe it'll cure him." She meant the language, of course, but by then I had begun to speculate on other possibilities. For I had deciphered enough of Tom's book to know that his views on the handling of welfare cases were the direct opposite of Bella's. As a matter of fact, I seemed to remember a moderate disagreement with one of her articles that he had inserted in one of his footnotes. Bella must have developed her position further since Tom wrote that note, for he was clearly taken by surprise by the lecture. I looked past Jo to see how he was reacting to it. His head was bent, as though he were studying his knees, and the back of his neck was decidedly red. I gathered that he was furious.

After the lecture Tom drove us over to the Dunham's in sulky silence. Jo tried to stir up some talk: "Did you see that hairdo? She looks like Carrie Nation about to invade a saloon." It didn't work, however, because Tom and I were both in a mood to nurse our disgust.

IV

Our arrival at the Dunhams' was a relief. George Dunham had had the good sense to acquire a delightful Frenchwoman for his wife, and the evidence of her charm and social cunning was seen in the fact that everyone was busy in cheerful conversation even though university regulations forbade alcoholic beverages at semi-official functions such as these.

George and Marie greeted me warmly. George said, "Well, Bob, I suppose you've dropped in to see that we handle the language with the respect it deserves." The remark was well-meant, but in view of what Tom and I had been through it was slightly embarrassing. I managed a laugh, and then Marie introduced me to Bella, who seemed to recognize me at once. She remarked that I looked as young as ever, asked me how my work was going, and then prepared herself for the next handshake. She clearly didn't care in the least about me or dear old Greenbelt, and I was glad of it. After what she had done to me that afternoon I was in no mood to chat of old times.

People were gathered in the usual little knots, and I made my way from one to the other without becoming bogged down anywhere, mainly because I was an interloper—perhaps even a deviate of some sort—and no one knew exactly what to do with me. This was fortunate, because after a while I saw that Tom and Bella had retired to a corner and were going at each other from two armchairs. They couldn't have been talking for long, but already I detected hostility. I quietly slid into a window seat a few feet away, took down a book and pretended to read.

The precise subject of their discussion I never discovered. Not only was it hard to hear over the general conversation, but it was also pitched on the same level of high jargon that they both knew so well. I gathered that they were discussing "non-social deviates," which apparently included "chronic dissavers." I also gathered that Bella took a dim view of deviates in general and that Tom's stand was relatively "permissivistic," to use one of Bella's more homespun terms. At any rate, it was strange to hear those sterilized, unemotive words flapping their heavy wings from speaker to speaker and stirring up such anger. Bella's manner was curt and hard as she insisted that "Welfare interviewers ought to assert accepted societal value-concepts more emphatically to social and ideological deviates." Tom's voice was raspy as he replied: "And I say interviewers should be more ready to assume psychic compulsions as determinants of deviant behavior patterns." One thing about Tom interested me: as the talk continued his language grew worse. He seemed determined to top every hyphenated atrocity Bella committed with something more succulent of his own. And so it went, while the crowd buzzed on and Marie Dunham, who was talking with Jo on the other side of the room, cast benevolent and approving eyes toward what she thought was a friendly conversation.

But as I listened something began to happen that both surprised and disturbed me. It was simply this: without breaking my silence I began to become a partisan in the dispute. The mood of ironic detachment in which I had begun to listen gradually melted away and I found myself passionately siding with Tom—actually, to confess all, longing for him

to produce the one bristling phrase that would drive Bella from the field forever. But I did not get my wish. Instead, I was dismayed—really dismayed—to see the climax of the argument come in Bella's momentary flirtation with plain talk: "Mr. Philips! Can't you see that sociology will never get anywhere until it gets rid of this soft-headed New Dealish humanitarianism of yours?"

I should have been glad to hear this, for it came closer to live language than anything this woman had said so far, but in truth I was miserable. There was all too much vigor in *that* remark, especially since she had almost shrieked it. Tom obviously thought so too, for he fell into a stunned silence as Marie Dunham, aware that she had misread the situation in our corner, moved across the room to bring peace. Marie tried the light touch: "How about some more coffee? I have an idea you two need a little . . . reintegration." She spoke the last word with a certain acidity, like a cultivated Frenchwoman using a barbarous language that is in the process of becoming even more barbarous.

Her effort succeeded in part, for it gave Tom and Bella a chance to fumble around for their coffee cups and compose their faces into a social mask. Then some of the others gathered around, George brought over a tray of pastries, and the worst of the crisis was over.

But Tom's hand trembled as he reached for a cookie, and Bella's face looked swollen and tired. The slightly hunted look in her eyes suggested a sense of guilt over her noisy breach of decorum. She had not only embarrassed the party, she had also broken through the barrier of dull, neutral language—a clear violation of professional ethics—and she was ashamed.

V

And suddenly I thought I understood why that miserable, disinfected vocabulary maintained its hold on each of these two people. After all, even the clumsiest words have meanings, and there had been enough meaning in the words of Tom and Bella to call out my own bias in full force. It occurred to me then that the truth about Tom and Bella was that they were on opposite sides of a battle that had been going on for ages, and that they emasculated the English language for different reasons: she to conceal from the world her disappointment—her impatience—with the human race; he to conceal from it, and perhaps from himself, his compassion for it.

This, at least, was my theory, spawned on the instant and subject to change without notice. If I began to develop hesitations about it as soon as it came into my mind, it was only because I suddenly felt a little weary of dogmatizing about the language of others. After all, hadn't my whole

experience with Tom taught me that a superior man's relationship to the language he utters is a strangely intimate and personal one, and that he who seeks either to define it or to disrupt it had best tread softly and speak humbly?

It was time now to go home. Couples were taking flight in quick succession from an atmosphere that was still vaguely uncomfortable, and Marie could do nothing but say goodbye as graciously as possible. Again Tom drove me to my destination, and this time Jo made no effort to set us talking.

But just as we were approaching my front door, Tom said: "Bob, I've been thinking about that discussion we were having a few weeks ago. Strange that the world has seen fit to arrange itself into a verification of your arguments."

"No, Tom, my arguments were away off base. They were far too simple."

"Perhaps so. Still, I'll be a little dissatisfied with that language of mine from now on. I've seen it at its worst today."

"But I'll bet you won't abandon it."

"Abandon it at breakfast, that's all I ask," said Jo.

"How can I? . . . I don't know, maybe there are complexities in this situation that neither of us can fathom."

"Indeed there are, and I herewith apologize for ever pretending otherwise."

We had reached my apartment by now. I thanked them both and received a dinner invitation in return. Then, as Tom drove off, I got a momentary look at his face. Its expression was rather hurt and anxious, and his eyes weren't on the road at all.

I could only assume, after what had happened, that he was reflecting with gentle concern upon all the deviates and dissavers and rejectees of the world.

The Elements of Statistical Confusion

Or: What Does the Mean Mean?

by WILLIAM BRUCE CAMERON
Bradley University

Scientific writers assure us that mathematics is rapidly becoming the language of all the sciences. In my own field, sociology, a casual survey of the journals shows that it already competes strongly with sociologese, which is an argot singularly difficult to displace. In any field which strives for impartiality and objectivity in its descriptions of nature, the cool and dispassionate language of numbers has its appeals, but statistics, that promising younger daughter of mathematics, is constantly threatened with seductions into easy virtue hardly matched since the *Perils of Pauline*.

The basic value and potential fault of numbers is that they are remote from reality, abstract, and aloof from the loose qualitative differences which immediately impinge upon our senses. Numerous selections, generalizations, and discriminations take place before any aspect of sense experience can be reduced to a number, and most of the time we are hardly aware of these abstractions even as we make them. The simplest and most basic statistical operation is counting, which means that we can identify something clearly enough that we can recognize it when we meet it again, and keep track of the number of such events which occur. This sounds simple enough until we actually try to count objects, such as, let us say, students in various colleges in the university. It is easy enough to simply count everyone who enrolls, but deans, board members, and newspaper reporters want to know how many there are in various divisions. Suppose a student is finishing his undergraduate work and taking a few graduate courses as well. Is he one undergraduate, one graduate, or one of each? If someone takes a single course in evening college, is he then one evening student, or only one-fifth of a student? (Remember, we are trying to keep our private passions out of this description!) How many times he should be counted obviously depends on what it is we

are trying to count, and for administrative purposes it may be best to count his *appearance* in each of these divisions; but unfortunately, any public listing of 5000 appearances is very likely to be interpreted as 5000 skinsful of student body, whereas we might find only 3000 epidermal units, or if you prefer clichés, 3000 noses. Equally obvious, 100 evening college students taking one two hour course each are in no meaningful way equivalent to 100 day students, each with a sixteen hour load. The moral is: Not everything that can be counted counts.

Ratios, Rates and Percentages

If we have counted things to our satisfaction, we can express the numerical value of one class of objects in terms of the number of some other, as a fraction or rate or ratio (*e.g.*, one teacher to each twenty-five students). The meaning of this, of course, depends first of all on how we counted teachers and students. To avoid argument with academics, we might better redefine our units as people who meet classes, and enrollees. Also we must remind ourselves that the real persons do not necessarily, if indeed ever, confront each other in the frequencies the ratio suggests. The ratio is merely a casual guess as to the most likely arrangement to expect by chance, and contrary to the opinion of some people, academic affairs rarely proceed entirely by chance.

One of the most useful modifications of the ratio is a statement of relationships in percentage, or a ratio standardized to a base of one hundred. A minimum of four mathematical operations have been performed to obtain a percentage: two classes of events have been counted, the frequency of one has been divided into the frequency of the other, and the result multiplied by one hundred. Considered in this way, it is obvious that there is plenty of room for simple errors, but the simplest of all is the bland acceptance of the end figure as a kind of real object having a life of its own. In other words, people tend to treat percentages like match sticks, or houses, or dollar bills, rather than high-powered abstractions.

A parable: A teacher took a job as instructor at X college, and the second year he received a raise of ten per cent. The third year enrollment fell off, and the college was forced to cut everyone's salary ten per cent. "Oh well," he said philosophically, "easy come, easy go. I'm right back where I started." Not if he was a math teacher, he didn't! If this example trapped you, figure it out on paper with a starting salary for the instructor of, say \$30,000, which is just as realistic as thinking that ten per cent equals ten per cent, if you have not first made certain that the two percentages are computed from the same, and reasonable, base. Even comparing figures as percentages of the same base is misleading if the base figure is not understandably related. As an example, compare

your salary to that of the head coach at your institution as percentages of (a) your son's weekly allowance, and (b) the national debt, and see which one, if either, makes you feel better. The sober, unhappy point is that both of these two kinds of errors are offered constantly in newspapers, journals, speeches, and elsewhere, and often the author blandly omits any definition of the base whatsoever, *viz*: "Things are looking better. Business volume is up ten per cent!"

Moral: 400 per cent is better in baseball than in taxes.

Averages

Our society has so often eulogized man's best friend that only the most obtuse statistician would conclude that a typical man-and-his-dog average three legs, but every day good average people make errors just as gratuitous on the average in using averages. To speak of the average height of a group of men and women, or the average age of the audience at a grade school play, may yield results which, while less shocking, are fully as bizarre. Here again, as with most common statistical devices, few people really understand mathematically what the formulas mean, and yet they develop a kind of mystical feel for their use. "Average man" calls up an image of the man who lives across the alley. "Average day" means one distinguished from the rest neither by drama nor by excessive monotony. In fact, most people's approach to the whole business of averages is so intuitive that when the statistician writes "mean" they automatically translate it to "feel," because the mean is meaningless.

To be sure, the sophisticated, which includes all readers of this *Bulletin*, have learned that "average" includes medians and modes, and many even know that for some reason salaries are better discussed in terms of the median (that coach is somehow involved in this again), but very few people have learned that there are times when you should not "take an average" at all. Most of us go ahead and take 'em on general principles, just like Granpa took physic. Of course, when Granpa had appendicitis, the physic killed him. You can't go against nature (or God) that way. But nature (or God) is less prompt in punishing statistical errors, with the result that many folks develop a real talent for sin.

Moral: "How mean can you get?"

Correlation

This is one of the handiest devices yet devised, and correspondingly, one of the least understood. Unless you have had a course in statistics, you probably do not know the formulas for this one, which may be just as well, considering how many people take means, and how popular a

catch-word correlation has become. Most people think it is a high-powered word for cause. Actually, it is not. In fact, "it" is not anything, because "it" is a "they." While correlation customarily refers to Pearsonian r (because this is an easy formula for people with easy consciences), there are numerous ways of computing correlations, each with subtly different meanings, but all with one thing in common: correlations are simply mathematical statements about the degree to which some varying things tend (or don't tend) to vary together. J. S. Mill painstakingly explained, a long time ago, that even when causes were somehow involved, you could not safely infer that one of the variables in the correlation was causing the other; but Mill is out of fashion these days, and correlations are popular. Perhaps a good example of spurious causal reasoning might be the very high positive correlation between the number of arms and the number of legs in most human populations, which clearly proves what I have claimed all along, that arms cause legs.

There is no point in the math-fearing layman's even trying to grasp when and how to use the various correlation formulas. You simply must study some mathematics to gain even a hint of the restrictions, because the restrictions grow in part out of the kind of data with which you deal, and in part out of the mathematical assumptions you make in trying to get the job done. If the mathematical assumptions are not met reasonably well by the data (and they almost never are!), the resulting statement about relationships among the data is in greater or lesser part grounds for libel. But data, like nature and God, are slow to respond to statistical calumny; so let us only seek to protect the reader.

Two other forms of correlation are beginning to appear in public, with their own characteristic misinterpretations. These are multiple and partial correlation.

If correlation means the mathematical relation between two sets of variables, then multiple correlation means relationships between three sets or more. Fair enough? This is especially handy when trying to describe a complex set of interactions, such as rush hour traffic or the stock market, or many human behaviors in which opposing and cooperating forces are working, pushing and shoving, not working in any clearcut simple direction, but nonetheless producing some kind of result. The "feel" most people have for correlation carries over into multiple correlation, with probably not much greater inaccuracy. Instead of feeling one thing affecting another, they can go on feeling several things affecting another.

The real fun comes with partials. Multiples are confusing "because of" (or correlated strongly with) the fact that they describe complex situations. Partial correlations are confusing because with them we symbolically do what we can't do in actual practice (but would love to!): we simplify the

situation by making everything hold still except the one thing we wish to examine.

"Now," says the layman, "you're getting somewhere. I *knew* there was a simple answer to all this if you'd just produce it. What was that partial correlation for income and juvenile delinquency again?" Alas, we are worse off than before, because with multiple correlation we convinced him the problem was complicated (although not for exactly the reasons he supposed); but now we have inadvertently proven to him that it is all very simple, and that all effects may be understood in terms of simple, discrete causes. If I become inarticulate here, it is because in my town a layman (nice average sort of man) published a statement in which he said income had virtually no relation to juvenile delinquency, and cheerfully cited a partial correlation to prove it.

What he did not know, and I failed to explain to him, was that partials rule out the joint effects of several variables *mathematically*, although these effects may be present and important *empirically*. For example (and here my analogies really strain their mathematical bonds!), in samples of water, the multiple correlation between hydrogen and oxygen and the phenomenon called wetness is high. The partial correlation for hydrogen and wetness, holding oxygen constant, is near zero. The same goes for the partial between oxygen and wetness, with hydrogen held constant. At this point I hope the readers bellow in a chorus, "You idiot, it takes both hydrogen and oxygen *together* to produce water!" Amen, and it probably takes low income, broken homes, blighted residential property, and a host of other things, all intricately intertwined, to produce juvenile delinquency. To say that the partial correlation with low income, all other factors held mathematically constant, is near zero, does not mean we can forget it in real life. It more probably means that this one factor is the constant companion of all the rest.

Clearer illustration of multiple and partial correlation may be seen in the *State Fair* mince pie, to which each member of the family surreptitiously added brandy. Each did just a little, but the whole effect on the judge was a lulu. To attribute some portion of the binge to any single person's brandy contribution would have only symbolic meaning, and hardly be identifiable empirically, but it could not be ruled out. Camels may ultimately collapse under straws.

Curves, Probabilities and Statistical Significance

Most teachers have been exposed to the Normal Curve, usually in the form of an edict from the administration concerning the proper distribution of grades to hand out. In fact, in one institution some misguided administrator computed the percentage distribution of grades for my class of six students and compared it to the proposed institutional

curve. The curve is what you might expect to find if the frequencies of events ranged around some mid-point purely by chance, like the impact points of artillery shells fired as exactly as possible at a given target. The mathematical specifications of the curve are complicated, but the basic point to remember is that this is a curve of chance occurrences; in fact, some people call it the curve of error. If any factor, however small, consistently biases the possibilities of events, they will not group themselves in this sort of curve, and it is sheer tyranny for us to insist that they should do so. It is true that over a large number of cases (say ten thousand) of students taking a given test with a similar general background of ability and interest, the grades will *approximate* this sort of curve. But the principle on which the curve is predicted says explicitly in fine print that any given small portion (sample) of those ten thousand (universe) might pile up at either end or in the middle, or be found scattered all over it from here to Hoboken. This small sample, colleague, is your class and mine, and it may not be just your imagination: it is perfectly possible, statistically, that they really are all F's this year! Another year they may be all A's.

Moral: The normal curve will never replace the *Esquire* calendar.

The theory of sampling is a beautiful and fearful thing to behold, and none but the statistical priesthood should be trusted to gaze upon it. But the laity should at least become pious and agree to some key points in the creed. First of all, size of sample is much, underline *much*, less important than almost everything else about the sample. A carefully designed sample of two hundred cases can tell more than a sloppily collected sample of two thousand. The basic problem in sampling is to get a sample which faithfully represents the whole population, or universe, from which it was drawn. All the elaborate machinery of sampling is set up to serve this purpose, and if the rules are not followed, the sample might as well not be drawn at all. Good sampling is neither cheap nor easy, while bad sampling is sometimes both. The casual layman who wants to know how to make a sample is best advised as was the man who asked a doctor at a dance what he would advise in a hypothetical case of illness. You will recall that the M. D. seriously said, "I would advise that man to see a doctor." The best advice before trying to draw a sample is to see your local statistician. Otherwise, don't do it yourself unless you are sure you know how.

Moral: A free sample may be good for a disease you don't have.

The question which must be answered about most information derived from sample surveys is: "Is this statistically significant?" What this means is: "Could the kind of frequencies of events we have discovered have occurred purely by chance?" On this kind of answer rests our confidence in the Salk vaccine, radar, strategy in sales campaigns, and

many other kinds of events where the improvement or change we seek is not total but is nevertheless desirable. In some cases, as small a change as two or three per cent may be significant—that is to say, is not likely to have occurred merely by chance; while in others, a twenty or thirty per cent change may not be significant. The techniques of determining significance are a serious study in themselves, but the common sense cautions in using them may be summed up in two statements: a difference that does not make a difference is not a difference; and: there is a vast difference between something's being statistically significant and something's being important.

Dr. Arnold E. Joyal, President of Fresno State College (California), has prepared, for the Committee on Studies of the American Association of Colleges for Teacher Education, a 40-page study, entitled "Faculty Participation in College Policy Formulation and Administration." On the basis of replies to a questionnaire, received from 225 colleges belonging to the AACTE, Dr. Joyal has assembled much useful information on how the institutions are utilizing their faculties in the formulation of policy and the improvement of administration. The role of the American Association of University Professors in this development is duly recognized; in this connection, one of the State Colleges of California reports that its six-man Faculty Advisory Council (the chief medium for the expression of faculty recommendations) includes, *ex officio*, the president of the local chapter of the Association.

The study concludes that "the potentialities of faculty cooperation are being increasingly recognized," and "substantial change has taken place in the direction of increased faculty participation . . . in recent years." In so far as the study suggests a philosophy of faculty participation, it is embodied in the following statement:

"The fundamental reason, in fact the only reason, for involving faculty in college policy formulation and administration is to produce a better situation for teaching and learning."

Copies of this study can be obtained from the office of the American Association of Colleges for Teacher Education, 11 Elm Street, Oneonta, New York.

The Faculty and the Archivist

By HENRY J. BROWNE

Cathedral College, New York

The troubles which a member of a college or university faculty might have with a registrar about turning in grades or with a dean over a teaching load will end at least with the termination of the services of one or both parties. This transitory character of the teacher's relationships with administrators is true in all cases except one, that of the archivist. An institution's archivist is the recording, or better the record-keeping, angel whose work will endure beyond the faculty member's demise or other departure and have its influence on his name and fame. The archivist, by very definition, controls the official sources for any future worldly weighing of the merits of his academic associates who make their contribution through teaching and research.

American faculties need not fear that they will be lost as historical object lessons to the next generation. Good colleges and universities in increasing numbers are making that point evident. A healthy and growing interest in this class of historiography has produced more than a few volumes which describe notable segments sliced out of the country's cultural and intellectual past. Concomitant with this trend, there has been an awareness of the need of better preserving the records which reveal the life of communities of learning and scholarship. These centers of higher learning, it is realized, in turn both affect and reflect the society in which they function.

It is probably hard on some faculty members, who have just begun to tolerate technician-librarians as human beings, to take on the new species of administrator, the archivist. In probably more than fifty per cent of our colleges and universities, however, this keeper of out-of-date but still valuable records is rendered less formidable by being made actually part of the library picture—placed in a manuscript division or in the rare book room. In some of the other institutions, the archivist has been given what is his rightful and certainly more traditional place as an independent part of the administrative organization; but more often than not, even in this happy arrangement, he is attached to the history department, or otherwise made to earn his pay at a more ostensibly, if not really, important task.

The archivist is fortunate, in a way, if he is also a member of the faculty, with his Ph.D. union card, and access to academic meetings. He may then be looked upon less as a trained technician shelving old papers, or as an efficiency expert cleaning out file drawers, or as a puttering antiquarian seeking the middle initials of the early personnel. Of course, he should have something of all these elements in his makeup. Yet if the records-man is just another name on the list of the teaching staff, he will not have enough position to wangle from his colleagues the official documents of which they are merely, even if not obviously to them, the temporary custodians when they act as department heads, deans, committee chairmen, or what-have-you on the campus. Hence the desirability of some administrative status for the archivist.

It is time that the professors were reminded what sort of quasi-angelic advocate they have in a real archivist. By whom else will their off-prints, and mint copies of their books, be so revered as to be kept shelved and out of circulation as "record copies"? The archivist, as much as the historian, and in one sense even in a more essential way, makes it possible for a faculty's influence on the changing tides of institutional life to be known, at least in the future. With the cooperation of a records-conscious teaching staff, he can prevent an institution's record from being merely an administrative one—a lacing together of trustee decisions and budgetary adventures. If the faculty makes a college or university, faculty records should certainly make its history. For their own present use, teachers will find, in a well-functioning archives, the precedents and traditions of their departments and schools. These should be of administrative value, and certainly can become a deep well-spring of loyalty for themselves and their students.

Anyone who feels that he belongs to and is part of an institution has a right to think also of the future. Where else but in an archives will it even be found recorded who sat at whose professorial feet, or at the other end of what academic log? In such a campus depository will be preserved, too—at least till the IBM machines take over completely and make things much more impersonal—the instructor's evaluation of who knows how famous an alumnus of the future. Even if the pedagogue never becomes a Henry Adams, future generations should be given the chance to trace the genealogy of the ideas of which his classroom may have been the nursery. Moreover, in the brief notes of an archival minute book may be the only record of a moment of greatness, when a faculty member spoke for freedom or justice, or demonstrated wisdom or humor. It is salutary to recall that unless the world is very old and already breathing its last, today's files will in part be tomorrow's archives, and, it can be argued, the more important mortal remains of professors who used to be.

It is a matter of some surprise that college and university faculties have been no quicker than government or business groups in appreciating the need of archives in their own institutions. One would expect them to be the first to realize, if not their administrative value, at least how great a mine of the cultural and intellectual riches of the country in our age will later be found only in such organized rooms of records. A petition for the establishment of an archival unit or for the more perfect organization of an existing one may well be made a matter of interest to faculty members on campuses throughout the country. In all places there is need for mutual encouragement and cooperation between archivists and professors, for their cause is fundamentally one—the searching out and passing on of truth.

It may be observed, in brief, that the professors have overlooked to a large extent the possibility that the glamor of the podium or the self-satisfaction of the scholarly publication need not end with their passing from the scene. And how much firmer their hold on the future if they furthermore bequeath the archives their nonofficial personal papers!

The best way for a faculty to show that it is worthy of a greater share of responsibility in the government of the university is to exercise vigorously and in concert the responsibilities and powers that it has. We should value our calling highly, and show, by our words and our deeds, that we are asking for more power in order that we may the better discharge our social responsibilities as preeminently the class of public servants to which is entrusted the high duty of preserving for, and propagating in, the coming generation an intelligent and balanced consciousness of the essential continuity of civilization; and by our teaching and our productive work, make it clear to all who have eyes to see and ears to hear that there is nothing that moves in the modern world beyond the blind forces of nature that does not owe its origin and power to the unremitting and persistent exercise of systematic thinking and investigation, and to that disciplined exercise of the creative imagination that comes only through hard thinking.

J. A. Leighton, Chairman of Committee T,
in the *Bulletin*, March, 1920, pp. 24-25.

Salaries and Working Conditions of Sociology Teachers

*A Report Prepared for the Eastern Sociological Society's
Committee on Salaries and Working Conditions of
Sociology Teachers*

by KURT B. MAYER¹

Brown University

In recent years, teachers of sociology in colleges and universities, like their colleagues in other fields, have had good reasons to express concern about their salaries and working conditions. In response to widespread expressions of concern and dissatisfaction, the Eastern Sociological Society formed a special committee to undertake a study of the whole employment situation of its members.

In April, 1955, a detailed questionnaire inquiring about salaries, supplementary income, teaching load, promotion, tenure, research facilities, as well as satisfaction and dissatisfaction, was mailed to all members of the Society. Of the 418 questionnaires mailed, 268 were returned. Of these, 114 came from individuals who are not regular full-time teachers; 5 were either incomplete or came from persons who had moved out of the Society's geographical area. The findings here reported are thus based on the analysis of 149 questionnaires.²

Eighty-seven per cent of the respondents were males. Seventy per cent were within the ages of 30 and 50 years; only 7 per cent were under 30 years old. Eighty-two per cent of this group held the Ph.D. degree; none had less than a Master's degree. Thirty-three per cent were full

¹ Professor Mayer is chairman of the Committee. The other members are: Wilbert E. Moore (Princeton University), Harry J. Walker (Howard University), and Austin Van der Slice (American University). The Eastern Sociological Society is a regional affiliate of the American Sociological Society, comprising the District of Columbia, Pennsylvania, Maryland, Delaware, New York, New England, and Eastern Canada.

² The Committee acknowledges with thanks the invaluable help of Miss Helen E. Walker, Bureau of Social Science Research, The American University, who volunteered her services in coding and tabulating the data under the supervision of Mr. Stanley K. Bigman, Chief of Statistical Services of the Bureau of Social Science Research. The Committee is also greatly indebted to Professor Robert T. Bower, Director, for making the staff and facilities of the Bureau available.

professors, 24 per cent associate professors, 28 per cent assistant professors, and 15 per cent instructors. Twenty-three per cent of the respondents were department chairmen. In teaching experience, 24 per cent had 5 years or less, 35 per cent had been teaching from 6 to 10 years, and 40 per cent had more than 11 years of teaching experience. Twenty-six per cent teach in institutions with enrollments under 1500 students, 44 per cent in institutions with an enrollment of 1500 to 10,000 students, and 30 per cent serve at institutions with more than 10,000 students. Forty-two per cent of the respondents teach in private universities, 24 per cent in private four-year colleges, and 30 per cent in state universities and publicly-owned four-year colleges.

The anonymity of the questionnaire, and the lack of information about the Society's membership as a whole, make it difficult to judge just how representative this self-selected sample may be of either the society's membership or of the profession in the Eastern area as a whole. Comparisons with other recent studies of college teachers¹ show that the sex and rank distributions are representative of the profession as a whole, but the sample is probably disproportionately high in older persons, departmental chairmen, and holders of Ph.D. degrees. As would be expected in a mail survey, this suggests that there was a better response from the more established and successful members of the profession than from the younger, more marginal ones.

In interpreting the findings about size and type of institution, it should be kept in mind that this report is based upon replies from individuals. Because of the anonymity of the response, we do not know just how many institutions these individuals represent.

The findings of this survey are classified into the following major categories: data on salaries and income; information about working conditions; and expressions of satisfaction and dissatisfaction. The results will be presented in this order.

1 *Salaries*

Table 1 shows the median values and the ranges of 1954-55 salaries, by rank of respondent, classified separately for those appointed on a 9-10 month basis and those who are on a 12 month basis.

The most striking fact which emerges from this table is the very wide range of salaries, especially in the upper ranks. Thus the salaries received by full professors on a 9-10 month basis varied all the way from \$4100 to \$11,300, while salaries of associate professors ranged from

¹ Cf. Albert Imlah *et al.*, "Instructional Salaries in 41 Selected Colleges and Universities for the Academic Year 1955-56," *American Association of University Professors Bulletin*, 41 (Winter, 1955), pp. 797-812; and "Instructional Staff Practices and Policies in Degree-Granting Institutions, 1953-54," *Research Bulletin* of the National Education Association, 32 (December, 1954).

TABLE 1—1954-55 SALARY, BY RANK

	9 and 10 Month Basis			12 Month Basis		
	No. of Cases	Median	Range	No. of Cases	Median	Range
Professors	35	\$6950	\$4100-11,300	14	\$9000	\$5700-14,000
Associate Professors	22	5700	3300- 8,000	13	5580	5100-13,000
Assistant Professors	32	4800	3500- 7,200	10	5450	3800- 8,300
Instructors	16	3750	3000- 6,000	6	4800	3100- 6,000

\$3300 to \$8000. The same holds true of those whose appointments are on a 12 month basis, and the variation of instructors' and assistant professors' salaries is likewise great, though somewhat less extreme, than those of the senior ranks. The wide overlap between different ranks should also be noted: some instructors have higher salaries than some full professors.

On the other hand, the median salary values of all ranks reveal no surprises: they correspond closely with the general academic salaries reported by various surveys undertaken in recent years.¹ All such studies, including the present one, make it abundantly clear that contemporary academic salaries are low and inadequate; when changes in purchasing power are taken into consideration, they compare unfavorably both with academic salaries paid in the past and with the remuneration received by other professionals today. Thus, the \$6950 median salary of full professors on the 9-10 month basis, and even the \$9000 annual salary on the 12 month basis, appear low in comparison with the \$15,000 average net income of physicians in 1953, and the \$11,200 average salary received by "middle management" business executives in 1954. Indeed, the average wages received in 1953 by railroad engineers (\$7352), railroad conductors (\$6676), and even railroad firemen (\$6180), compare well with the remuneration of sociologists with professorial rank!²

If the fact is any consolation, teachers of sociology are no worse off than academic colleagues in other departments. In reply to the question: "To your knowledge, how do the salaries of sociologists compare with

¹ Cf. Albert Imlah *et al.*, *op. cit.*; also their study for 1953-54, *Bulletin*, 39 (Winter, 1953-54), pp. 632-681. See also Beardsley Ruml and Sidney Tickton, *Teaching Salaries Then and Now* (New York: The Fund for the Advancement of Education, 1955); U. S. Department of Labor, *Personnel Resources in the Social Sciences and Humanities*, Bulletin 1169 (Washington, D. C., n. d.); and Francis P. King, *Financing the College Education of Faculty Children* (New York: Holt, 1954), especially pp. 26-33.

² The figures for business executives' salaries were obtained from a survey made by the American Management Association, reported in the *New York Herald Tribune* of June 2, 1955. The other figures are from Ruml and Tickton, *op. cit.*, Tables 14-16, and Table 28.

others at the same rank at your institution?" 70 per cent checked "average," 9 per cent "below average," 8 per cent "above average," while 13 per cent did not know.

As would be expected, salaries are positively correlated with age of respondents, ranging, on the 9-10 month basis, from a median of \$4300 for those under 30 years of age to \$7700 for those over 60.

Salaries are also positively associated with the size of the employing institutions: the larger the enrollment, the higher the median salary. As regards type of institution, in the area covered by the survey, publicly-owned four-year colleges pay better than private four-year colleges, but private universities pay better than do state universities (see Table 2).

What is noteworthy in this respect is the median salary level of the publicly-supported four-year colleges, which on a 9-10 month basis exceeds that of all other types of institutions by a wide margin and comes very close to the salaries paid by the private universities on 12 month appointments, too.

We also asked our respondents about salary increases expected for the 1955-56 academic year. At the time the questionnaires were returned, in April-May, 1955, exactly one half of the respondents indicated that they had definite assurance of an increase for the next academic year. Here again, the range of increases appears more interesting than the median: assured increases varied widely: full professors, \$200-\$2500; associate professors, \$200-\$1600; assistant professors, \$100-\$1100; and instructors, \$100-\$1000. This wide range reflects primarily the determined efforts currently made by a number of the leading private universities and, to a lesser extent, by the private four-year colleges, to improve instructional salaries, and to restore the purchasing power lost by their staffs during the years of inflation.¹ Individuals employed by state or municipal institutions, however, reported a much narrower range of indicated salary increases: from \$100 to \$600 in municipal or state colleges, and from \$200 to \$500 in state universities. These increases are apparently based mainly on regular annual increments provided by established salary schedules, rather than on general institutional or individual personal increases.

2. *Supplementary Income*

In the current concern and discussion of the inadequacy of academic salaries, the question of summer earnings and supplementary income is

¹ As the final report of the AAUP study of 1955-56 salaries points out, however, "the matter is more serious than simply restoring purchasing power . . ." for "income levels in the country have not stood still, but have risen in *real income* terms . . . by some 73 per cent [from 1939-40] by September, 1955. . . . In sum, the relative economic status of the profession has deteriorated both with respect to its own past and still more with respect to the more advanced standards in our society." *Bulletin*, 42 (Spring, 1956), p. 32.

TABLE 2—1954-55 SALARY, BY TYPE OF INSTITUTION

	9 and 10 Month Basis			12 Month Basis		
	No. of Cases	Median	Range	No. of Cases	Median	Range
Universities:						
Private	45	\$5575	\$3000-11,300	17	\$6950	\$4200-14,000
State	12	5500	4200- 7,500	7	6000	4800- 9,200
4-year Colleges:						
Private	29	4733	3400- 8,500	7	5800	3800- 8,500
State or Municipal	13	6600	4100-10,200	11	6800	3100-10,000

inevitably raised sooner or later, and tends to become a controversial issue. Among the general public, there is a common belief that academic teachers are able to supplement their instructional salaries handsomely by working during the summer months, and also through income derived from research projects, book royalties, lecture fees, and so on. Academicians, on the other hand, complain that their power to earn money during the summer or through work paralleling their teaching has been greatly exaggerated. It is probably one of the most valuable aspects of the present survey that specific information was collected about supplemental earnings received by the informants during the year 1954-55 from professional activities and other work unrelated to the profession.

TABLE 3—AMOUNT OF SUPPLEMENTARY INCOME, 1954-55, BY RANK

	Receiving No Supplementary Income	Amount Not Indicated Number	Receiving Supplementary Income		
			Number	Amount Indicated Median	Range
Professors	5	3	41	\$1800	\$100-11,100
Associate Professors	5	3	27	1200	100- 6,500
Assistant Professors	10	—	32	966	100- 5,200
Instructors	5	1	17	1025	100- 2,200
Total	25	7	117		
Median of Medians				\$1100	

As can be seen from Table 3, only 25 of the respondents, or 17 per cent, received no supplementary income at all during 1954-55. Seven others indicated that they received such income but did not furnish any figures. The remaining 117 respondents reported supplementary incomes ranging from \$100 to \$11,100. The median was \$1100. Thirty-six per cent earned less than \$1000, only 14 per cent earned over \$3000, the remaining 50 per cent earned between \$1000 and \$3000.

Median supplementary incomes were: full professors, \$1800; associate professors, \$1200; assistant professors, \$966; and instructors, \$1025. This amounts to roughly 20 to 25 per cent of the median instructional salary at each corresponding rank, and does not include those who received no supplementary income at all.

In order of frequency, respondents list as sources of extra income: summer teaching, lecture honoraria, book royalties, consulting, extra teaching, project research, research, extension teaching, magazine writing, and work unrelated to the profession (see Table 4).

We tried to ascertain the extent to which these activities are engaged in out of sheer necessity by asking: "Are there any of those (activities) you have checked that you would *not* do if you had a more adequate salary?" The answers revealed that 54 per cent of those engaged in extra work would not discontinue it even if their salaries were more adequate.

TABLE 4—SOURCES OF SUPPLEMENTARY INCOME REPORTED BY 123 RESPONDENTS

	<i>Number of Times Reported</i>	<i>Per Cent of Total Respondents</i>	<i>Would Drop if Salary Were More Adequate</i>	
			<i>Num- ber</i>	<i>Per Cent*</i>
Summer teaching	46	37	27	59
Lecture honoraria	46	37	6	13
Book royalties	40	33	0	0
Consulting	39	32	3	8
Extra teaching	29	24	14	48
Project research	28	23	0	0
Extension teaching	16	13	6	38
Magazine writing	15	12	1	7
Work unrelated to profession	15	12	6	40

* Percentage based upon number performing activity (column 1).

However, as Table 4 shows, some types of extra activity are much more unpopular than others. Thus three out of every five respondents who now teach summer school would drop it, if they could afford to, and so would half of those who now do extra teaching. Extension teaching and work unrelated to the profession also rank high in unpopularity. None of the respondents, however, would drop project research, or book royalties, and few desire to discontinue lecturing, consulting, and writing. These responses clearly show that additional teaching is the main activity engaged in out of mere necessity, and most respondents so engaged desire a respite from it.

3. Teaching Load

Among the many factors that constitute the working conditions of the academic teacher, probably none is more important in determining his morale and satisfaction than the teaching load. Table 5 shows the hours per week spent in classroom teaching by the 111 respondents who held no official administrative position. The modal number clearly falls

TABLE 5—PERCENTAGE DISTRIBUTION BY TEACHING LOAD—HOURS PER WEEK

Hours per week	0-3	4-6	7-9	10-12	13-15	16-18	18 plus
Percentage	—	7.2	24.3	43.3	21.6	2.7	0.9

Total per cent, 100.0. Respondents, 111.

into the 10-12 hours category. Forty-three per cent of the respondents taught 10-12 hours per week—and in practice this almost always means 12 hours, as indicated by many marginal comments. Thirty-one per cent were teaching less, 26 per cent more. The heaviest teaching loads, of 13 hours or more, are reported most frequently by instructors rather than by those with professorial rank; by teachers in publicly supported four-year colleges rather than in universities, and by those who teach in institutions with enrollments of less than 5000 students rather than those in larger institutions.

In addition to the number of hours spent in the classroom, the size of the classes also constitutes a major aspect of the teaching load. Table 6 shows that the number of students per teacher varies widely, from less than 20 to over 200, but more than half of the respondents (54 per cent) usually teach more than 100 students each term. It is interesting to

TABLE 6—PERCENTAGE DISTRIBUTION BY TEACHING LOAD—NUMBER OF STUDENTS PER TERM

Students per Teacher	Percentage of Teachers	Under or Over 100 Students Each—Percentage by Rank			
		Respondents		Under	Over
Under 20	0.9	Professors	23	60.8	39.1
20-59	11.7	Associate			
60-79	15.3	Professors	29	48.2	51.7
80-99	17.1	Assistant			
100-149	36.9	Professors	36	38.8	61.1
150-200	8.1	Instructors	23	34.7	65.2
More than 200	9.0				
No answer	0.9	Total	111		

note that the student load is inversely correlated with rank, which may be partly due to the fact that advanced courses with smaller enrollments are often taught by those with senior rank.

Besides the time spent directly in preparing and teaching a course, the hours devoted to counseling and supervising students, as well as to committee and administrative work, must also be considered an integral part of the teaching load. As Table 7 shows, the time devoted to such duties varied considerably. Of the 111 respondents without official administrative positions, 10 per cent reported 15 hours or more a week on these additional duties; 30 per cent, 6-15 hours; and 51 per cent, less than 6 hours.

TABLE 7—PERCENTAGE DISTRIBUTION BY HOURS PER WEEK DEVOTED TO ADMINISTRATIVE AND SUPERVISORY DUTIES

<i>Hours spent →</i>	1-3	4-6	6-10	10-14	15-29	30-39	40-49	50+	<i>No Re- ply</i>	<i>Total No.</i>
Teachers not in Administration	23.4	28.0	18.0	11.7	8.1	—	—	1.8	9.0	111
Chairmen and Deans	5.3	15.8	18.4	10.5	28.9	7.9	7.9	—	5.3	38

As might be expected, this load weighed heavier on departmental chairmen and deans, of whom nearly one half devoted upwards of 15 hours per week to administrative and supervisory duties. Fifteen of the chairmen got some teaching credit for these activities, but 23 others received no teaching credit.

Directly related to the performance of teaching duties is the question of teaching and clerical assistance. The questionnaire asked whether assistance was provided for clerical and stenographic work, for preparing and grading examinations, for preparing reading lists, for conferences with students, or for other purposes. Eleven per cent of the respondents reported no assistance at all. Seventy-one per cent had some assistance in clerical and stenographic work, although marginal comments make it very clear that such help is often very limited in scope. Other types of assistance were checked by few respondents. On the whole, it appears that our institutions of higher learning too often require their highly skilled professionals to spend time at subprofessional tasks that could be performed more cheaply by clerical personnel.

4. *Promotions, Tenure, Sabbaticals, and Retirement Provisions*

Besides the teaching load, promotion and tenure policies are major elements of academic working conditions. Only 8 of the 149 respondents reported no tenure systems at their institutions, and internal evidence shows that only 6 institutions are involved here. The basis on which tenure is granted varies greatly from one institution to the next. How-

ever, it appears that in most cases associate and full professors have tenure, often with the added proviso that they also have served a minimum of from 5 to 8 years as full-time teachers. Municipal and state institutions often grant tenure also to assistant professors who have served a number of years, and some, like the New York City colleges, grant tenure also to instructors. Although the overwhelming majority of the individuals in our sample are thus assured of receiving tenure at some point in their teaching career, the wide diversity, arbitrariness, and unpredictability of the conditions under which tenure is granted is a point of frequent criticism. Quite a few of our respondents suggested that clarification and standardization of tenure provisions are among the specific improvements of the employment situation which they consider desirable.

Similar criticisms of arbitrariness and unpredictability are voiced by some respondents about the factors which are believed to govern promotions and salary raises. We asked our respondents to rank in order of importance several of the major factors commonly assumed to determine advances in rank and salary. It is worth noting that these two questions were the least fully answered in the whole questionnaire: about 75 per cent answered the question about promotion, only 65 per cent the question about salary increases.

Concerning promotions, 27 per cent of the respondents ranked publications first, 25 per cent teaching ability, and 15 per cent research. As might be expected, teaching ability ranks highest in private four-year colleges and institutions enrolling less than 5000 students, while research activity and publications are strongly emphasized in larger institutions and private universities. The findings regarding factors believed to determine salary increases are very similar: teaching ability ranks first in small institutions and private four-year colleges; it counts far less in the larger institutions and universities, both private and state, where publications and research are reported more important factors for salary increases. Routine annual increments also play an important role, especially in the public four-year colleges.

These findings can hardly cause much surprise. The emphasis on publication, which appears to be heavy in some of the larger institutions, is the cause of some pointed criticisms about "unwarranted pressure to publish trivia." It is interesting to note that these faculty views about criteria for advancement contradict the opinions of college and university administrators, who were questioned in a nation-wide survey undertaken in 1954 by the National Education Association. Nearly all administrators maintained that teaching ability is the primary basis for advancement.¹

¹ Cf. "Instructional Staff Practices and Policies in Degree-Granting Institutions, 1953-54," *Research Bulletin* of the National Education Association, 32 (December, 1954), pp. 171-72.

This wide divergence of opinions on different sides of the fence makes it clear why the actual operation of promotion policies is viewed as unclear and inconsistent by many teachers.

More than three quarters of the respondents indicated that their institutions granted sabbatical leaves. Although practices vary, most institutions granted full salary for half a year or half salary for a full year every seventh year, but in some institutions only teachers on tenure or even of full professorial rank are eligible. No significant differences were reported between the various types and sizes of institutions with respect to sabbaticals, and it should be mentioned that the proportion of our respondents reporting the existence of sabbatical leave policies compares favorably with the above-mentioned National Education Association Survey, where only 50 per cent of the administrators reported that their institutions had definite policies governing sabbatical leaves.¹

Ninety-six per cent of all the respondents reported that their institutions have a pension or retirement plan for faculty members, and 98 per cent of the teachers employed by private institutions reported Social Security coverage; but only 37 per cent of those who teach in publicly supported institutions are so covered.

5. *Research Facilities*

For teachers of an academic discipline with a strong empirical emphasis like contemporary sociology, the availability or lack of adequate opportunities to conduct research plays a very important role. To explore this matter, respondents were asked for their subjective estimates as to whether their institutions provided "reasonable" funds for research equipment, for occasional reduction of teaching schedules, for small faculty projects, and for paying research assistants. The opinion of most respondents is by and large negative. Forty-five per cent indicated a reasonable budget for equipment, 40 per cent for reduced schedules, 37 per cent for faculty projects, and only 26 per cent for research assistants. As might be expected, respondents from the larger institutions, from universities, and from private schools reported more adequate research resources than others. One can only conclude that provisions for research are in the large majority of cases thoroughly inadequate and it is not surprising that this is a major source of dissatisfaction in the profession (see Table 10).

6. *Satisfaction and Dissatisfaction*

Since this inquiry was prompted by the belief that dissatisfaction and concern about salaries and working conditions may be widespread among sociologists who are academic teachers, all respondents were

¹ *Ibid.*, pp. 176-79.

asked to indicate whether they were well satisfied, moderately well satisfied, or dissatisfied with (a) present salary, (b) present working conditions, and (c) working relations with departmental colleagues.

As Table 8 shows, greatest satisfaction was expressed with working relations with colleagues, least satisfaction with income. Sixty-six per

TABLE 8—PERCENTAGE DISTRIBUTION BY DEGREE OF SATISFACTION WITH WORK SITUATION

	<i>Salary</i>	<i>Working Conditions</i>	<i>Colleagues</i>
Well satisfied	23	38	66
Moderately well satisfied	48	45	24
Dissatisfied	28	16	7
Does not apply	1	1	3
Total per cent	100	100	100
Total number	149	149	149

cent reported themselves well satisfied with colleagues, 38 per cent with working conditions, only 23 per cent with salary. On the other hand, those who are really disgruntled are a minority: 28 per cent reported themselves dissatisfied with salary, 16 per cent with working conditions, and only 7 per cent with colleagues.

The degree of satisfaction expressed is directly related to the amount of salary. As can be seen from Table 9, the more highly paid express more satisfaction not only with their salaries but also with their working conditions and their colleagues. Table 9 also shows that degree of

TABLE 9—DEGREE OF SATISFACTION BY SALARY AND TEACHING LOAD

<i>Salary</i>	Percentage "Well Satisfied" with		
	<i>Salary</i>	<i>Working Conditions</i>	<i>Colleagues</i>
\$3000-5000	8	28	54
5100-6700	21	34	73
6800 and up	40	52	70
<i>Teaching Load</i>			
9 hours or less	33	50	78
10-12 hours	19	39	58
13 hours or more	10	10	55

satisfaction is likewise closely related to the present teaching load. As the load in hours rises, the percentage of those who are well satisfied with salary, working conditions and even with colleagues decreases.

Several other factors are also correlated with satisfaction, especially rank and department size. In all types and sizes of institutions, full professors reported the highest percentage of "well satisfied" responses not only with respect to salary but also with working conditions and with

colleagues. While this is understandable, it is less clear why expressions of satisfaction rise as the size of the department increases.

It is evident that satisfaction or dissatisfaction with any one major aspect of the work situation does not remain confined to that particular factor alone, but tends to be transferred to and affect one's attitudes toward other factors. Those who feel themselves badly underpaid tend also to be more dissatisfied with their teaching loads and their colleagues. Similarly, a heavy teaching load results not only in dissatisfaction with working conditions but also with salary and colleagues. The irritation caused by one unsatisfactory element in the work situation may sour one's attitudes toward teaching in general and the reverse is probably also true.

Taken as a whole, the answers to the direct question about satisfaction reveal a remarkably high degree of general satisfaction. Like other college teachers, most sociologists love teaching too much to be deeply dissatisfied with their profession. This is corroborated by the response to the following question: "If you were offered a position outside teaching, would you take it if (a) it paid as well, (b) it paid better, (c) it paid less, (d) under limiting conditions (please specify)." Although no provision was made in the questionnaire for a negative answer, 42 per cent of the respondents wrote in a flat "No," indicating that they would not leave teaching under any conditions. Only 14 per cent were willing to leave for a better salary alone, while 29 per cent specified limiting conditions, usually "more scope for my professional interests." To be sure, willingness to leave varies directly with salary and rank, the higher the rank and the salary the greater the determination not to leave under any circumstances.

Of course, these are answers to hypothetical questions, but the respondents were also asked: "Have you in the last five years ever actually refused a better-paying position outside teaching?" Thirty-seven per cent of all respondents answered "Yes," and there was no significant difference here between those willing to leave and those unwilling—34 per cent of the former and 39 per cent of the latter have actually had an opportunity to accept a better paying job. Judging by the answers to these questions, it is only fair to conclude that money alone does not easily lure a sociologist away from the Academy, but it must be remembered, of course, that those who would have weighted our results in the direction of greater dissatisfaction have probably been leaving the teaching field right along and are not included in this survey.

The questionnaire concluded with an open-ended question, reading "What specific improvements would you suggest to make your whole employment situation more satisfactory?" As Table 10 shows, almost 300 suggestions were made by 109 respondents. Grouping these requests

TABLE 10—SUGGESTED IMPROVEMENTS

	<i>Number of Times Mentioned</i>
Higher salaries	50
More time for research	36
Curtailed teaching load	29
More money for research	27
Improved tenure policies	14
Improved promotion policies	13
More faculty consultation by administration	13
More office space	12
Smaller classes	8
More secretarial assistance	8
Less administrative and committee work	7
Better coordination among departments	7
More assistance with research	6
Better student selection	6
Better sabbatical policy	5
More teaching assistance	5
Change of chairman	3
More credit for administrative and committee duties	2
Other suggestions	35
No improvements needed	5
Total number of respondents answering this question	109
No answer to question	40

into a number of categories, it is evident that the demand for higher salaries exceeds all other suggestions: salary is the major bone of contention. Next in order of frequency appear requests for more time for research, for a curtailment of teaching load, and for more money for research. Thus low salaries, heavy teaching loads, and inadequate research facilities constitute the outstanding sources of dissatisfaction and concern. Concerted efforts toward improvement ought to be made in all three of these directions.

International Association of University Professors and Lecturers:

Report of Delegates to the Ninth University Conference

By RICHARD H. SHRYOCK¹

The Johns Hopkins University

The ninth University Conference of the International Association of University Professors and Lecturers (hereafter, I.A.U.P.L.), meeting in Munich, held regular sessions September 3-8, 1956, with additional social occasions on September 2 and 9. All regular sessions were held at the Technische Hochschule.

The delegates represented some twenty-five national associations or units. Most numerous were the Germans, but two or more delegates came from Austria, Belgium, Egypt, France, Holland, India, Italy, Japan, Turkey, the United Kingdom, and the United States. Delegates from eastern Europe were expected, but did not appear. The formally-appointed American delegates, in whose name this report is submitted, were: Alice R. Bensen (English), Michigan State Normal College; Thomas O. Brandt (German), Colorado College; John H. Brown (German), Goucher College; Anderson Nettleship (Pathology), University of Arkansas; J. H. Saylor (Chemistry), Duke University; Richard H. Shryock (History), The Johns Hopkins University; and Lela Winegarner (English), Illinois State Normal University. All but one of these appointed delegates attended, and two or three other Americans appeared on their own initiative. Papers were read by two of these delegates, Professors Nettleship and Shryock.

¹This report was prepared by Richard H. Shryock, with the cooperation of Alice R. Bensen, T. O. Brandt, and J. H. Saylor, and was jointly submitted to the American Association of University Professors. The International Association of University Professors and Lecturers was organized in Brussels in 1947. The American Association of University Professors has been affiliated since 1950. (See *Bulletin*, Winter, 1951, pp. 717-722.)

Structure and Activities of the Association

The Council of the Association held several meetings in order to consider routine business, problems and policies, possible amendments to the bylaws, and the election of officers. Professors Saylor and Shryock participated.

The general structure of the Association was left unchanged; that is, administrative functions reside in the Council and its Executive Committee. The Council is made up of one or two delegates from each of the member associations (about 33 in all) and of 9 members *ex-officio*. The Council appoints an Executive Committee of about 10 members, including the officers. The Conferences, held every two years, constitute a general assembly for discussions and for the approval of Council proposals. The Council meets every year, and the Executive Committee acts for it during intervals between these meetings.

Originally, in the late 1940's, the Association possessed four sections (national member associations); it now has some thirty sections representing about 58,000 individual members. This implies only 20,000 members apart from the American Association of University Professors, but it must be remembered that the number of eligibles is relatively small outside of the U. S. A. The chief areas in which associations do not exist are Scandinavia and Latin America; but the status and appearance of most delegates from eastern Europe remain uncertain. An exception is the Yugoslav Section, admitted in 1954. An Australian Section was also admitted in that year.

The Association has moved to Laurie House, 21 Dawson Place, London, W. 2, sharing the premises and excellent facilities with the United Kingdom Association of University Teachers.

Among the several I.A.U.P.L. projects which have been under way in recent years, the *British Report on Scientific Research in Industry and the Universities*, edited by V. E. Cosslett, was completed and published. The final volumes of an inventory of research and research personnel in Belgium are approaching completion. These studies were done under contract with UNESCO. Additional studies of the status of the humanities and of workers in the social sciences are under consideration. During the past two years, I.A.U.P.L. has been represented at meetings of many international bodies, including UNESCO, which are concerned with higher education.

No major changes in the bylaws (statutes) were made at this meeting, but certain modifications were adopted in order to legalize present practices, *e.g.*, Section 5 was phrased to provide for collaboration with other bodies besides UNESCO; and Section 6 to provide that annual contributions from National Members should be determined by the Executive Committee and "related to the membership of each Associa-

tion." It was agreed that, in case the I.A.U.P.L. were disbanded, the funds would revert to the National Members.

Three immediate problems confronted the Council. The first was how to deal with east-European, Communist groups or faculties. Application for membership had been received, for example, from faculties in Hungary. It was decided that representation of the Hungarian official régime could not be considered, but that a distinction might be made between this and the actual faculties. No action was taken, pending examination of the statutes of the Hungarian Association or faculties. A resolution was proposed by Professor S. A. Glaser (Belgium), to urge Communist governments to restore academic freedom, and expressing sympathy with professors in these countries. (Such a resolution was adopted at the Nice Conference in 1952.) A more restrained resolution, proposed by Professor J. L. Montrose (United Kingdom) was approved.

The second problem was how to deal with National Members very distant from Europe. The setting up of regional conferences or committees was proposed. In this connection, a New Zealand Association was admitted to provisional membership—provisional, because it was not clear that it could pay full dues for the time being.

The major problem was that of finances. Private British donations have assisted the I.A.U.P.L., but the general financial situation is difficult. Out of 21 chief National Members,¹ only 10 were up to date on the payment of dues as of June, 1956. During 1955, some £570 were collected by the Treasurer out of £1100 which were due. The amount on hand in June, 1956, was £570, in contrast to £955 a year before. Delegates were asked to urge prompt payments by their associations.

The following officers were elected for the next two years: R. Kerschagl (Austria), President; W. Felgentraeger (Germany), Vice President; Richard H. Shryock (U. S. A.), Vice President; F. T. H. Fletcher (United Kingdom), Honorary Secretary General. Elected members of the Executive Committee were Professors E. Coleiro (Malta), C. Courty (France), F. Vito (Italy), O. de Raeymaecker (Belgium). Professors K. Z. Ahmad (Pakistan) and H. Gurmen (Turkey) were added to the Executive Committee by co-option.

Proceedings

At the first regular session, September 3, the Conference was welcomed by the Bavarian Prime Minister, Professor Dr. W. Hoegner; and by the President of the German Hochschulverband, Dr. W. Felgentraeger (Hamburg).

The second session, September 4, was devoted to the social and sci-

¹ Some of the National Members, in small or very distant countries (*e.g.*, Malta, South Africa) consist only of a single university faculty.

entific responsibilities of university teachers in relation to their academic independence. Papers were read and discussion ensued. In addition to specific comment on the time given to research, to students, and to "outside activities," there emerged the larger question of the social responsibility of faculties. The general opinion was that universities should seek to strike a balance between the extreme of complete autonomy (as once was exemplified by Oxford and Cambridge), and the other extreme of domination by political régimes.

A third session, September 4, was devoted to the place of classical studies and of the humanities in a general education. (UNESCO has requested the I.A.U.P.L. to contribute to a comparative study of this theme; *i.e.*, concern about the status of the humanities seems to be world-wide.) Eloquent pleas were made for the cultivation of the humanities; but it was pointed out that "the classics," valuable in themselves, varied from one culture to another.

A fourth session, September 5, was devoted to "the maintenance of the university tradition" and successions in chairs. A suggestion that each professor prepare his own successor received little support.

On September 5, also, reports were received on I.A.U.P.L. studies in progress concerning (1) relations between scientific research in universities in industry (such studies for Belgium and Great Britain are completed or well under way), and (2) the condition of employment of university teachers in countries other than their own—a project of interest to UNESCO.

A fifth session, September 7, was devoted to a proposal that the I.A.U.P.L. undertake a study of the status of research workers in the social sciences, in comparison with that of men devoted to the natural sciences and technology. President F. Vito (Italy) urged that the study be made, because men in the social sciences are not receiving support comparable to that extended those in the natural sciences. Most discussants agreed with Professor Vito's view, but some expressed doubt about the ability of I.A.U.P.L. to add the proposed study to its other projects. Professor Egeman (Turkey) suggested that I.A.U.P.L. is taking over too many ideas from UNESCO, but Professor Vito pointed out that, in this instance, it was I.A.U.P.L. which initially urged upon UNESCO a consideration of the problem. It is assured that the Executive Committee of I.A.U.P.L. will keep possible action in this area in view.

Social Program

As usual, an excellent social program was provided, including receptions at the Hofbräuhaus and at the Technische Hochschule. The Oberbürgermeister of Munich entertained delegates (but men only!) at a luncheon in the Ratskeller; and an excellent supper at the Schack-

galerie was extended to all delegates by the Bavarian State Government. Theatre parties and trips were also arranged. The Association was indebted, for this program, to Dr. R. A. L. Haworth, Secretary of the I.A.U.P.L., to Miss M. Evans, Assistant Secretary, and to Professor Dr. W. Felgentraeger and the German Hochschulverband.

Comment {1}: Procedures at Sessions

Some papers were distributed in sessions and then read—usually in French or English, with brief translations made after the readings. Many delegates felt that time could be saved by distributing papers in French or English in advance, and then introducing their titles for discussion in these two languages—without further readings or translations. In this way, provision could be made for more ample, general discussions.

The American delegates held several conversations together, but were not in touch with other Americans who appeared “on their own.” One unfortunate incident occurred at the closing session, when an American appeared and urged delegates to see his moving picture, *Books Alive*, which showed “a really modern university”—said to be an American institution. The episode suggests that the American Association of University Professors might emphasize, at any future Conference, that it is responsible for only appointed delegates.

Professor Bensen, an American delegate, suggested at one of the sessions that the I.A.U.P.L. keep in mind the possibility of receiving women delegates where available, and assure to such delegates equal opportunities in social programs.

Comment {2}: General Status of I.A.U.P.L.

The Association is now about ten years old and has had a rapid growth. It has maintained good relations with UNESCO, the International Association of Universities (founded since the I.A.U.P.L.), and other international bodies. Its membership is genuinely world-wide, and it possesses a nucleus of continuously interested leaders in such countries as Austria, Belgium, France, Germany, Holland, Italy, and the United Kingdom. Its Conferences receive moral support from the high regard in which European governmental officials hold university professors.

On the other hand, there are certain weaknesses in the Association. Those active within National Member bodies may, or may not be, leading professors in their respective countries. Membership in many of these bodies, moreover, is small. The very desire of the Association to be world-wide makes it difficult to maintain effective contacts with distant Sections, and also involves a continuing change in most of the personnel which attends Conferences. The financial problems have already been

mentioned. These difficulties are not new, however, and it seems surprising that they have been surmounted to the degree observable over the last decade.

Comment {3}: Possible Value of I.A.U.P.L. to the American Association of University Professors

As implied above, the I.A.U.P.L. lacks the strength which inheres in the national focus of two or three of its member Sections, notably, of the American, British, and German Associations. On the whole, the member Sections can aid I.A.U.P.L., rather than the reverse, as far as finances, moral support, etc. are concerned—except in the case of small or isolated national bodies.

The chief value of I.A.U.P.L. for the American Association of University Professors would seem to be that it provides an opportunity for American professors to come to know their colleagues overseas and to discuss with them common interests. Both American and European professors are concerned, for example, about academic freedom; although the Europeans confront this more in terms of general fascist or Communist régimes, than in terms of individual dismissals as in the U.S.A.¹

More specifically, the I.A.U.P.L. offers American professors some opportunity for learning more about overseas universities—on which most of us are not well informed. The basic differences between higher education in the U. S. A. and in most other parts of the world, in themselves can give Americans a valuable perspective on their own institutions.

Hitherto, the I.A.U.P.L. has not systematically exchanged or published general information on the university systems of different countries, although some information of this sort has appeared in *Communications* (official organ of the I.A.U.P.L.)—*e.g.*, on the Dutch universities. What is needed is not just an outline of structures, but also an interpretation of how these structures actually operate. A paper read at Munich, by one of the American delegates, attempted to do this for the United States of America; and it is our hope that similar papers can be prepared for other countries in the future and that these will be published.

We suggest, in this connection, that the A.A.U.P. might also maintain direct contacts—at least to the extent of exchanging publications—with certain national associations abroad. This, if it is not already done, would probably be feasible at once with the British and German Associations. The Japanese Association has requested this in the past, and would probably be glad to follow up at the present time.

¹ An important dismissal case has arisen, however, at the University of Tasmania (Australia), which seems similar in many regards to American cases.

The Desk of Sisyphus

Here, where the work is waiting,
Here, where the themes stand piled,
Grimly accumulating
With their grades still uncompiled,
 I watch my dreams fall shattered
 'Mid title-pages tattered,
 Where on the floor lie scattered
Last week's batch, still unfiled.

I am tired of composition,
Of rhetoric, grace, and wit,
Of description and exposition,
Plus the grammar the "highs" omit;
 I am tired of cramped red-inking
 Of what passes for freshman thinking,
 Of bleared eyes red and blinking,
And of everything but lit.

Here dolt has drudge for neighbor,
While, far from my dim sphere,
Poet and scholar labor:
Anthologies appear.

 My poor electives wither
 While freshmen bleat and blither;
 They say keen minds flock hither,
But no such minds show here.

No fledgling Lamb or Bacon,
No touch of Swift or Pope;
Hearts by no ardor shaken,
Souls tuned to peddling soap;
 In place of Keats and Shelley,
 Sweet dreams of purse and belly;
 Logic less firm than jelly—
The jayvee backfield's hope.

Heaped upon desk and table,
Crowned with stray leaves, they loom;
They mount from plinth to gable,

Implacable as doom;
And my dreams of genteel reviewing,
The research that I should be doing,
Die in that slow accruing
That inundates the room.

Some lack both name and number,
Some come erased and torn;
They bow themselves and slumber
And thus their themes are born:
Unplanned, loose-knit, inflated,
The paragraphs mismated,
Incredibly punctuated,
The topics thin and worn.

They copy, each the other,
They crib from any source,
From roommate and frat brother—
Whoso passed last year's course;
Each theme is a tried repeater,
Unchanged, uncut, nor completer—
Not even perceptibly neater;
And ever their prose lacks force.

Dull beyond blush or chortle,
Intent on grades, they stand
Who seize on themes immortal
And leave them dry as sand;
Their thought is a Gordian tangle,
Grammar they simply mangle,
Their participles dangle;
They write illegible hands.

We are not sure of summers,
Increments are not sure;
For hungry-eyed newcomers
Electives are the lure;
But old hands, sad and scornful,
Their hearts of hopes forlorn full,
Know, from experience mournful,
That only themes endure.

Though one were bright as Barzun,
He too with comp. must dwell;
Though he were strong as Tarzan,
On him the grind will tell;

Though one were wit or poet,
 Wot ye the Deans should know it?
 Creative? You'll soon outgrow it,
 Teaching five comp. sections to spell.

Of hope of publication,
 Of rest and zest stripped clean,
 I make my application
 To that god of gods, the Dean:
 Deign thou my toil to leaven;
 May my years be as seven;
 May, as a grace from heaven,
 My sabbatical begin.

Then drill nor test shall trouble,
 Nor responses like Nah and Yup,
 Nor sections swollen double
 (Gall that o'erflows the cup):
 No cap-and-gown parading,
 Committees, nor even gripe-trading.
 I shall grade, and keep on grading,
 And maybe I'll catch up.

Milton Millhauser

University of Bridgeport

Treatment of Fellowship Grants under the Federal Income Tax

By WILLIAM W. OLIVER

Indiana University

Prior to the enactment of the Internal Revenue Code of 1954 there had been uncertainty and litigation as to whether receipts under fellowship grants were gifts and hence not taxable income.¹ In section 117 of that code, Congress excluded from gross income amounts received as scholarships or fellowship grants, subject to certain limitations. Regulations² promulgated during the past year state that, unless the standards of Section 117 are met, there automatically is taxable income, and the receipt cannot be non-taxable as a gift.³

The exclusion from gross income applies to both scholarships and fellowship grants, and also to amounts received to cover expenses for travel, research, clerical help, and equipment incident to a scholarship or fellowship grant.⁴ The term "fellowship grant," as used in the statute, thus does not encompass an allowance for such expenses. The statute does not contain separate standards for scholarships and for fellowship grants; rather there are different limitations for those who are candidates for degrees and those who are not candidates for degrees. In practice, of course, we need speak of only fellowship grants when discussing post-doctoral recipients.

For those who are candidates for degrees, any portion of a scholarship or a fellowship grant which is compensation for part-time employment in teaching, research or performing other services will be taxable.⁵ When this situation prevails, the institution involved might be well advised to designate the portion which is viewed as compensation. (This

¹ Ephraim Banks, 17 T.C. 1386 (1952) (taxable income when research fellow worked on contract research for Navy); Ti Li Loo, 22 T.C. 220 (1954) (taxable income when research fellow worked under grant to University of Maryland by National Institutes of Health); G. W. Stone, Jr., 23 T.C. 254 (1954) (Guggenheim Fellowship to English professor on sabbatical leave was gift rather than taxable income, five dissenting judges).

² Reg. Sec. 1.117, T.D. 6186, I.R.B. 1956-28,8.

³ Reg. Sec. 1.117-1(a).

⁴ I.R.C. Sec. 117 (a) (2).

⁵ I.R.C. Sec. 117 (b) (1).

will help the recipient in preparing his tax return and also if the return is questioned by revenue officials.) Even though there is compensation for part-time employment, the entire amount will still be excluded if the teaching, research or other services are required of all candidates for a particular degree. Where it is a practice of long standing in a department or a college that all graduate students are employed in part-time teaching or research, it would appear advisable to consider making this teaching or research requisite for obtaining a degree, so as to differentiate it clearly from work that results in taxable income.

Amounts paid to persons not candidates for degrees will be excluded from taxable income only if the grantor is a governmental body, agency or instrumentality, or a tax-exempt organization.¹ Furthermore, the exclusion cannot exceed \$300 a month, and an individual is no longer entitled to the exclusion after having been so entitled for thirty-six months.²

There are several refinements which need to be stated as to the operation of this \$300-thirty-six month rule. The \$300 ceiling applies only to the fellowship grant itself, not to amounts which cover travel, research, clerical help, and equipment.³ However, the regulations require that amounts to cover these expenses be "specifically designated" as such.⁴ Thus \$500 a month could be excluded, if the terms of the grant designated \$200 a month to cover expenses. However, any amount not so expended and not returned to the grantor will be included in gross income after expiration of the grant. Hence careful records of the expenses should be retained.

The \$300 per month exclusion is computed upon the months covered by the grant, not the months in which the money is received.⁵ For instance, if \$1800 were received in December, 1956 to support research for the first six months of 1957, all would be excluded despite being received in only one month. The statute and regulations are thus premised upon fellowship grants referring to specific periods of time. Complications may arise if the grant is not so awarded. There are also opportunities for a potential recipient to request an award which will produce the most favorable tax result. Thus a \$3600 award to cover a twelve-month period might be thought preferable to one in the same amount covering ten months, since \$600 more would be excluded. Pertinent in deciding the optimum terms tax-wise for a grant would be the recipient's whole tax status—other income and deductions, especially dependency deductions.

¹ I.R.C. Sec. 117 (b) (2) (A).

² I.R.C. Sec. 117 (b) (2) (B).

³ Reg. Sec. 1.117-2 (b) (2) (i).

⁴ Reg. Sec. 1.117-1 (b) (1).

⁵ Reg. Sec. 1.117-2 (b) (3), Example (2).

One month of the permissive thirty-six months of exclusion is exhausted even if the actual amount excluded is materially less than the \$300 a month ceiling.¹ Thus a grant of \$1200 for four months would be more advantageous than one of the same amount for twelve months, for only four months rather than twelve months would be exhausted for the same dollar exclusion. However, the \$300 a month which is excluded may constitute the sum of two or more separate grants. Thus a \$1200 and a \$2400 grant to cover the same twelve-month period would not exceed the permissive \$300 a month exclusion and would exhaust only twelve months rather than twenty-four.

Under both the code² and the regulations³ it appears uncertain whether the thirty-six month limit on exclusions applies only to fellowship grants themselves, or also applies to amounts for the expense of travel, research, clerical help or equipment incident to a fellowship grant. Even if not so excludable after thirty-six months, deductions for these expenses would probably be permitted on other grounds. However, an exclusion is more advantageous, since it does not involve foregoing the optional standard deduction.

Both the thirty-six months and \$300 a month limitations apply only to recipients who are not candidates for degrees. Furthermore, receipts while obtaining a degree do not count against the thirty-six months.⁴ Conceivably an individual could have ten years of exclusion for scholarships and fellowship grants before obtaining his doctorate, and thirty-six months thereafter.

The application of the principles stated above will probably give rise to less controversy than will the broader question of what constitutes a fellowship grant for purposes of the statute. The statute does not define the term "fellowship grant"; the regulations state "A fellowship grant generally means an amount paid or allowed to, or for the benefit of, an individual to aid him in the pursuit of study or research."⁵ This broad definition would not seem adverse to the interests of persons in the academic world. The language might even be applied to part of the salary of a professor whose institution expects primarily, or entirely, research rather than teaching from him. A recent ruling,⁶ however, suggests that the Internal Revenue Service will take the position that

¹ Reg. Sec. 1.117-2 (b) (2) (ii).

² I.R.C. Sec. 117 (b) (2) (B).

³ Compare Reg. Sec. 1.117-1 (b) (1) and Reg. Sec. 1.117-2 (b) (2) (ii).

⁴ Reg. 1.117-2 (b) (2) (ii).

⁵ Reg. Sec. 1.117-3 (c).

⁶ Rev. Rul. 56-101, C.B. 1956-1, 89. Under a governmentally sponsored exchange program Filipino nationals served as trainees, interns, and resident doctors in hospitals in the United States. Since their services were of material benefit to the trainer, the Internal Revenue Service ruled there was compensation for personal services, which was viewed as inconsistent with there being a fellowship grant.

such salary is compensation for services, and not a fellowship grant.

Neither the statute nor the regulations expressly preclude a professor's employing institution from being the grantor of a fellowship grant. The naming of governmental agencies and tax-exempt organizations as qualified grantors, as well as the absence of any statutory restriction as to compensation for part-time employment for those who are not candidates for degrees, suggest that a grant from one's employing institution could qualify under proper circumstances. Thus a university might decide to support a specific research project from its own funds by relieving a professor of part of his normal teaching load for a period of time. If the correspondence and record of official action by the university clearly revealed these circumstances and designated part of the amount paid to this professor as a fellowship grant, there would be strong grounds for urging that the statutory exclusion should apply.

When the grantor is not the recipient's employer, but is a qualified grantor, the objection of compensation for services would not normally be met. Even here it might be well to designate the award as a "fellowship grant," since some revenue agents will be literal minded. Furthermore, if the employing university handles the payments instead of the grantor, it would be desirable to indicate on checks issued and in other records the source and nature of the funds. Otherwise it might be ruled that the income was merely normal salary, compensating for services to the employer, and hence not qualified as a fellowship grant.

There is one area in which any exclusion would clearly be unwarranted. This would be that of contract research for business corporations. Such corporations, not being tax-exempt, would not be qualified grantors. Furthermore, the purpose is not to aid the individual in pursuit of study or research, but to secure a benefit for the grantor.¹

While the regulations and rulings of the past year relative to section 117 have clarified some points, it may be several years before administrative rulings and court opinions reveal and resolve some areas of doubt. It may be even longer before field personnel of the Internal Revenue Service are sufficiently familiarized with academic practices to pass intelligently on questions involving the tax status of fellowship grants.

The tax treatment of salary during a sabbatical semester or year, and of expenses incurred in research or creative work during a sabbatical leave, is a different subject from that of this article. The principal question here is whether the expenses incurred are deductible as incident to the employment. A test case involving this issue is now pending before the Internal Revenue Service. A report on this matter will be made later.

¹ Rev. Rul. 56-419, I.R.B. 1956-35.9 states the test to be whether "the primary purpose of such award is to further the education and training of the recipient in his individual capacity as distinguished from an award the primary purpose of which is to serve the interests of the grantor." If the former, there is a fellowship grant; if the latter, there is compensation for services and taxable income.

Record of Council Meeting

Washington, D. C., November 16 and 17, 1956

The Council met at the Mayflower Hotel, commencing its sessions at 10:00 A.M. on November 16. President White presided. All officers and members of the Council were present except Professors Torrey, who was ill, Morrow, who is in Europe, Valien, who was prevented from attending by administrative duties occasioned by the recent death of President Johnson of Fisk University, and Britton. Professor Warren Taylor, Chairman of Committee O on Organization and Policy, was also present, as were Professor Owens, as Treasurer, and the members of the professional staff.

Staff Reports

The General Secretary called on members of the staff to report on various aspects of the Association's work.

Dr. Shannon summarized past and anticipated editorial developments in the *Bulletin* and discussed the prospects of increased revenue from advertising as a result of the employment of an advertising agent.

Dr. Rorabacher reported on the results of surveys of the membership made during the summer of 1956, on the new "Information for Chapter Officers" issued early in the fall, and on the response to efforts to increase the membership and encourage the formation of new chapters. Among the measures employed, in addition to communications and statements by the General Secretary, were (1) letters to members at institutions where chapters had not been formed, encouraging them to secure additional members and form chapters; (2) correspondence with chapter officers and membership chairmen, discussing methods of recruitment and dispatching quantities of membership material; and (3) letters to all faculty members at a number of selected small institutions where the Association had no members, inviting those addressed to join and, if possible, to form chapters. All of these methods had met with considerable success. A full report with regard to them would be made, according to Dr. Rorabacher, to the members of the Council and of Committee E individually, as soon as more complete results were known.

Dr. Fidler reported on the work done in setting up committees and securing personnel for committees, pursuant to the plan which the Council had earlier adopted by mail ballot (see below, pp. 93-99).

Dr. Middleton reported details of a recent study of Committee A cases handled between January 1, 1950, and September 15, 1956, the results of which were published in the *Winter Bulletin*, p. 706.

Dr. Fuchs reported on current Committee A investigations; on the status of the project for a register of retired persons available for teaching, which has evolved into a joint project with the Association of American Colleges, for which a foundation grant has been sought; and on the project, jointly under way with the Association of American Colleges, to formulate procedural standards for use in dismissal cases. In regard to this project, Dr. Fuchs reported on a meeting held on July 10 and 11 in Chicago with representatives of the Association of American Colleges, at which a tentative set of standards was agreed upon for consideration by the two Associations.

Use of the Academic Freedom Fund

Dr. Fuchs reported that, in addition to amounts reported earlier, the Association had been sent a check for \$150.00, making a total of \$665.00 in the Academic Freedom Fund. He suggested that small sums from this fund might be used to help victims of bad tenure situations, possibly by providing travel money should they need it to seek new positions or to reach investigating committee sessions. The fund, he said, might also be used to issue a publication outlining the Association's position on freedom and tenure. In conclusion, he asked that the Council approve the maintenance of the fund as a separate entity, to be placed under the jurisdiction of a committee of three, who would determine the use to be made of it. The Council unanimously adopted a motion approving this suggestion.

Report of Committee O

Professor Taylor, for Committee O, presented the draft of a proposed new Constitution of the Association, designed to take the place of the present Constitution and By-Laws, which the Committee had prepared at a meeting in Chicago on October 20 and 21, 1956. The Committee acted on the basis of earlier Committee and staff studies, and after consideration of proposals made to it and those published to the membership prior to the 42nd Annual Meeting. The Council considered the draft sentence by sentence, making occasional changes of wording, and amending the Committee's draft of Article VI, Section 3 so as to limit the number of delegates a chapter might have at a meeting and restrict proportional voting in meetings to proposals previously published to the membership.

Following adoption of the articles, as amended, one by one, the Council voted, Professor O'Shea dissenting, to recommend to the Annual

Meeting that the amended draft be adopted as the Constitution of the Association. The Council voted unanimously to thank Committee O for its work in preparing the draft and conducting the studies which led to it.

[Committee O subsequently concurred in the Council's amendments to the Committee's previous draft. See the Committee's report (below, pp. 81-90) for the draft as amended.]

Appointments to Executive Committee

After written suggestions for appointments to the Executive Committee had been received from the members of the Council, President White nominated Professors Carr, Shryock, and Trueblood to fill the existing vacancies. These nominations were unanimously confirmed. By previous appointment, Professor Hughes remains a member of the Executive Committee, of which Professors White and Holladay are also *ex officio* members.

Budget and Finance

Professor Owens, as Treasurer, and the General Secretary discussed the receipts and disbursements of the Association through October 31, 1956, and the projected finances for the remainder of the year. Professor Owens described the new procedure for handling incoming checks, designed to eliminate delay between their receipt in the Central Office and their deposit in the bank. Dr. Fuchs discussed the budget for 1957, particularly items concerning salaries for both professional and clerical staffs, rent payments, and income from subleased portions of the floor the Association occupies. He concluded that it would be necessary to budget a deficit for 1957, but there was hope that it could be a small one. He offered the budget which the members had before them as a tentative one, with the understanding that the expenditures, especially for committee activity, would probably be revised upward in April. The proposed budget was thereupon unanimously approved. (See below, p. 75.)

Membership Eligibility

Dr. Rorabacher presented some of the questions which arise concerning eligibility to Association membership, particularly as they relate to agricultural extension workers and librarians. There is a growing tendency for faculty status to be conferred on these members of college and university staffs. Dr. Rorabacher felt that a distinction between the "specialist," a highly trained worker engaged in teaching agricultural agents, and the agents themselves, who deal directly with members of the farm community, might receive consideration. The Council had already ruled that librarians fulfill the requirement of teaching or research,

but the problem of their fulfillment of the faculty status requirement still exists. Dr. Rorabacher reported that her office had solicited suggestions on this matter, especially from librarians, in an attempt to reach a decision whether to continue to require faculty status and, if so, what should be the criteria for such status.

International Association of University Professors and Lecturers

Professor Shryock, who attended the biennial conference of the International Association of University Professors and Lecturers in Munich early in September, summarized the written report of the Association's delegates to the conference (see above, pp. 56-61, where the report is printed).

Canadian Association of University Teachers

Professor Murdoch reviewed the relations between Canadian university professors and the American Association of University Professors, describing the beginnings of the Canadian Association in June, 1951. He said that, since freedom and tenure problems had not arisen in Canada, the Canadian Association has directed its efforts primarily toward the improvement of salaries and to other professional problems. Although he believed the enrollment of Canadian teachers in the American Association of University Professors was a healthy thing and that the Association should continue seeking Canadian members, he recommended that the Association not try to encourage the formation of additional chapters in Canada. Despite the fact that the two organizations have similar objectives, a national organization can act for its members in a way that no organization controlled in a different country can. Continuous collaboration between the two associations would be highly desirable.

Forty-Third Annual Meeting

Dr. Fuchs discussed a general outline which he felt might serve as a framework for the program of the Forty-third Annual Meeting to be held in New York April 26 and 27. The members of the Council expressed general approval of the plan proposed and made detailed suggestions. Authority to complete the plans for the meeting was conferred on the Executive Committee.

Hungarian Faculty and Students

The General Secretary stated that he had received, through Professor Sidney Hook, of New York University, to whom it had been sent by the Congress for Cultural Freedom, an appeal from members of the faculty of Szeged University for support in the Hungarian struggle for

freedom. The following resolution, formulated by an *ad hoc* committee of three members, was unanimously adopted:

The Council of the American Association of University Professors, meeting in Washington, D. C., on November 17, 1956, expresses its admiration for the heroic struggle of the students and faculties of Hungarian universities for freedom and its sympathy with their aspirations for the free society necessary to the scientific and scholarly pursuits to which we are all dedicated. We urge all academic communities where freedom is valued to support their Hungarian colleagues by every peaceful means, and we ask the governments and international agencies of the world to extend them assistance.

Staff Replacements

The General Secretary reported that Dr. Rorabacher had decided to return to the faculty of Purdue University next fall upon the expiration of her leave from that institution, and that his own plans had not yet been finally determined. At his suggestion, the Council unanimously authorized the Executive Committee to consider the Association's staffing problems, and to take action or report to the Council as might be required.

Amicus Briefs

The General Secretary outlined the case of Paul M. Sweezy, who had been convicted in New Hampshire of contempt of court because of refusal to obey an order to answer questions of the legislature concerning his utterances as a guest lecturer in University of New Hampshire classes. The conviction was affirmed by the Supreme Court of New Hampshire, and the Supreme Court of the United States had agreed to hear argument both as to that Court's jurisdiction and as to the merits of the constitutional question presented. Dr. Fuchs stated he had been considering whether to seek permission for the Association to file an amicus brief in the Supreme Court, pursuant to the authority granted by the Council at the preceding meeting, and he asked for comments on the wisdom of doing so. After extensive discussion, the matter was left in the discretion of the General Secretary, taking account of the comments made in the Council meeting.

Retirement Plan for Non-Professional Staff

Dr. Fuchs described the benefits and costs of bringing under TIAA the six members of the non-professional staff who have had five or more years' service with the Association, according to a plan suggested by TIAA. The adoption of this plan would involve an expenditure by the Association of approximately \$2,000.00 each year as current premiums, and of somewhat more than one-half that amount by the individuals. The cost of carrying the plan back to the end of the fifth year of service of

each of the staff members would be approximately \$20,000.00. This amount could be spread over a period of years by paying $2\frac{1}{4}\%$ interest on deferred payments. The Council voted unanimously to authorize institution of the plan, in so far as it involves benefits based on current service, subject to the option of the individuals concerned, and that the Executive Committee be requested to report to the Council at its next meeting with regard to the provision of retroactive benefits.

Council for Basic Education

Dr. Fuchs presented an invitation from the Council for Basic Education for the Association to affiliate with that organization. It was agreed not to affiliate at this time.

Portrait Project

Professor Fleming, who has been considering the possibility of portraits of past General Secretaries for the Association's office, recommended that a committee of 25 leading members of the Association who had been associates of Dr. Ralph E. Himstead be appointed to raise funds by subscription for the purpose of providing an oil portrait of Dr. Himstead for the Central Office. The motion was carried unanimously.

Possible Change of the Fiscal Year

Dr. Rorabacher discussed the possibility of dues collection at times of the year other than those at which billing is now done, pointing out that neither January, when the major billing is done, nor October, when the second billing occurs, is a convenient time for academic people. She thought that dues collections on the basis of the academic year would make for fewer misunderstandings and better relations with the members. She thought, further, that billing on the basis of the academic year would facilitate improvement in the system of cutting off membership for non-payment of dues. Dr. Fuchs pointed out that such a change would necessitate a half-year's billing at some point and that, since preparations for the January, 1957, billing were already under way, no change could be made until, at the earliest, January, 1958.

Dr. Rorabacher suggested that a possible change in the dues year should be considered by a committee in conjunction with other problems relating to dues, such as a sliding scale of dues based on ability to pay, seniority, or academic rank. It was taken by consent that the Membership Committee should be asked to study these matters.

The meeting adjourned at 4:30 P.M. on November 17.

Budget of the Association for 1957

AS APPROVED BY THE COUNCIL

<i>Income</i>	<i>1957 Budget</i>	<i>1956 Income</i>
Membership Dues	\$231,000.00	\$231,291.99
Bulletin Subscriptions and Sales	3,500.00	3,738.97
Advertising	2,000.00	1,082.48
Interest and Dividends	4,000.00	2,284.96
Rent	4,758.00	2,352.67
Total	<u>\$245,258.00</u>	<u>\$240,751.07</u>
<i>Expenditures</i>		<i>1956 Expenditures</i>
Professional Salaries	\$ 67,000.00	\$ 55,907.29
Clerical Salaries	77,000.00	72,212.43
TIAA, Social Security, Group Hospitalization	8,500.00	7,948.43
President's Office	1,000.00	108.52
Treasurer's Honorarium	1,000.00	
Stationery, Supplies, Printing, and Mimeographing	14,000.00	11,361.36
Telephone and Telegraph	2,500.00	2,071.36
Postage and Express	4,500.00	2,861.72
Rent	16,450.00	16,450.00
Library	500.00	
Taxes and Insurance	425.00	373.88
Auditor	250.00	200.00
Furniture and Equipment	3,000.00	6,284.94
Bulletin Printing, Mailing	44,000.00	42,837.61
Committee A	4,000.00	3,208.17
Nominating Committee	500.00	265.54
Other Committees	5,000.00	3,814.01
Council Meetings	14,000.00	12,331.46
Staff, Speakers' Travel	2,000.00	2,219.25
Annual Meeting	1,500.00	1,269.29
Organizational Memberships and Meetings	2,000.00	1,586.23
	<u>\$269,125.00</u>	<u>\$243,311.49</u>

Assets, January 1, 1957

Checking Account	\$10,084.52
United States Government Bonds	51,186.25
Common Stocks (at cost)	24,536.58
	<u>\$85,807.35</u>

Membership Record for 1956

Membership, January 1, 1956	37,567	
Deaths	196	
Resignations	1,536	
Memberships lapsed	<u>2,983</u>	
		4,715
		<u>32,852</u>
Reinstatements	464	
Elections:		
Active	3,024	
Junior	<u>75</u>	
		3,099
		<u>3,563</u>
Membership, January 1, 1957		36,415
Distribution:		
Members in 1,013 Approved Institutions		
Active	31,425	
Junior	<u>248</u>	
		31,673
Members elsewhere		
Active	2,479	
Junior	<u>147</u>	
		2,626
Associate Members		684
Honorary Members*		30
Emeritus Members		1,402
Total		<u>36,415</u>

* The election of Honorary members was discontinued in 1933.

Forty-Third Annual Meeting

General Arrangements

The Association's 43rd Annual Meeting at the Hotel New Yorker in New York City, on Friday and Saturday, April 26 and 27, has been planned so as to minimize the expense of attendance. Since there will be no presidential address this year, and there is a need of extending the time for business sessions, the annual dinner will be omitted. Numerous inexpensive eating places are conveniently available. The hotel is immediately adjacent to Pennsylvania Station and is reached by Baltimore & Ohio buses from trainside. A flat rate of \$8.50 for single rooms and \$5.75 per person for twin-bed rooms has been arranged with the hotel.

The entire available time will be occupied by sessions during the two days of meetings. It is hoped that the interest of the program, coupled with the attractions that can be enjoyed in New York City before and after the sessions, will cause many individual members to wish to attend. Visits to United Nations headquarters should be especially worth while. Chapter delegates will be furnished with registration forms by the secretaries of their chapters; but individual members should handle their own arrangements. To secure advance registration for attendance, make use of the form which has been inserted inside of the front cover of this issue of the *Bulletin*.

Much of the time in the meetings will be devoted to committee reports and to consideration of the draft of a new Constitution which has been proposed by Committee O in its report printed elsewhere in this *Bulletin*. (See below, pp. 81-90.) The evening of Friday, April 26, will be devoted to parallel group sessions dealing with a variety of professional topics, including professional ethics, the recruitment and preparation of college and university teachers, and the economic status of the profession. The programs at these sessions will be in charge of Association committees.

Full information with regard to the meeting has been distributed to chapter officers. The system of advance registration, coupled with the seating of delegates in a separate section at the business sessions, should facilitate the conduct of the meeting in many ways.

Resolutions

President White has appointed a Committee on Resolutions for the meeting, the members of which, in addition to the President and General Secretary, *ex officio*, will consist of the following members: Robert K. Carr (Political Science, Dartmouth College), *Chairman*; Ralph C. Barnhart (Law, University of Arkansas); John W. Caughey (History, University of California at Los Angeles); Edward C. Mack (English, City College of the City of New York); and Henry H. H. Remak (Modern Languages, Indiana University). The Council has adopted a rule for the meeting which insures that resolutions submitted in advance by members and chapters will receive consideration. Drafts of resolutions received in the Central Office by Monday, April 8, will be distributed to the Committee for advance consideration and will be reported upon in the meeting. Only resolutions which have been submitted under the rule, together with resolutions dealing with matters that have arisen subsequently, may be moved from the floor. In this connection, resolutions are to be distinguished from motions relating to Association business, which are always in order at proper points in the agenda.

Proposals for Constitutional Change

By RALPH F. FUCHS

General Secretary

Proposals of Committee O

The report of Committee O on Organization and Policy, printed immediately following this statement, contains a proposed new Constitution for the Association, designed to take the place of the present Constitution and By-Laws. The nature of that proposal and the reasons for it are explained in the Committee's report. Its publication to the membership in this issue of the *Bulletin* renders it eligible for consideration at the 43rd Annual Meeting in New York City on April 26 and 27, 1957.

Previous Proposals

In a letter dated March 1, 1956, which was sent to all members of the Association, notice was given of certain proposals for amending the Constitution and By-Laws, which had been submitted for consideration at the 42nd Annual Meeting on April 6 and 7, 1956. These proposals came from four sources: (1) Committee O; (2) The Indiana Conference of Chapters; (3) The Chicago Area Council; and (4) Five Active members at the University of Chicago and Roosevelt College. I have since been informed that the last-named group of proposals had also received the endorsement of the Chicago Area Council.

Time was not available at the 42nd Annual Meeting to consider the proposals previously made, except a proposal of Committee O to amend By-Law 4 so as to remove the previous limitation on chapter dues. This amendment was adopted. Committee O's other proposal to the 42nd Annual Meeting has been replaced by the Committee's draft of a new Constitution; but the proposals of the Indiana Conference, the Chicago Area Council, and certain members of the Association at the University of Chicago and Roosevelt College are still pending, and are eligible for consideration by the 43rd Annual Meeting. Copies of these proposals are in the hands of the membership, and additional copies may be obtained by request to the Association's Central Office. A brief summary of their principal provisions follows.

The proposals of the Indiana Conference of Chapters would provide for the following changes: (1) A Council composed of 20 elected mem-

bers in addition to the officers of the Association, instead of 30 as at present. Ten members, one from each District, would be elected each two years for four-year terms, instead of each year for three-year terms as at present; (2) bestowal of the legislative power of the Association on the Annual Meeting; (3) an Annual Meeting composed entirely of delegates, apportioned among chapters roughly according to chapter size, and elected by mail according to a similar apportionment, by the non-chapter members within each Association District. Voting at meetings would be solely by delegates, each delegate having one vote.

The proposals of the Chicago Area Council would accomplish the following principal changes: (1) Establish a five-member District Executive Committee for each of the Association's ten Districts, "charged with responsibility for administering Association business as respects such functions as academic freedom, economic status of the profession, and all other matters of concern to the membership of the respective Districts." Each District executive committee would meet annually at least one month before the Association's Annual Meeting. Two of its members would be appointed by the Council, and the remainder would be elected by the members in the District; (2) change the Council to one of 20 members, each holding office for a four-year term. Members from even-numbered Districts would be elected in even-numbered years, and from odd-numbered Districts in odd-numbered years; (3) provide for nominations and elections to the Council to be conducted by the Executive Committee of each District with the aid of chapter officers; (4) require the remission of 30% of the annual dues of Association members in each District to the District executive committee for District expenses; and (5) provide that "District Executive Committees shall be subject to the supervision of the National Council."

The proposals of certain members at the University of Chicago and Roosevelt College would accomplish the following principal changes: (1) Require the Council to carry out its responsibilities "in accord with decisions of the Annual Meetings of the Association, which shall be binding . . ."; (2) empower the Annual Meeting to determine its agenda; and (3) confine the voting at Annual Meetings to chapter delegates and to members of the Association who are not members of chapters represented by delegates.

The principal considerations for and against the chief constitutional changes which are to be considered, together with my judgment as General Secretary concerning them, were stated in Chapter Letter No. V of 1956, dated October 5, 1956, which was sent to all chapter Presidents and Secretaries and to the officers of regional conferences.

The Structure of the Association

A Report from Committee O on Organization and Policy

January 1, 1957

Created in 1915 as an independent organization, sustained and governed by college and university teachers and scholars, "to increase the usefulness and advance the standards and ideals of the profession," the American Association of University Professors now consists of six constituent groups:

I. The Officers and the Council: A. Elected by the membership: President, Vice-Presidents, and thirty members of the Council (three each from ten districts); B. Appointed by the Council: General Secretary, Associate Secretary, Staff Associates, Treasurer.

II. The Committees of the Association (appointed, except for the Editorial Committee of the *Bulletin*, from the membership by the President), which serve as research or advisory groups to report practices and to formulate standards and ideals affecting the profession; *e.g.*, Committee A on Academic Freedom and Tenure; Committee E on the Establishment and Conduct of Chapters; Committee T on Faculty-Administration Relationships; Committee Z on the Economic Status of the Profession. (For a complete list, see below, pp. 96-99.)

III. The Meetings of the Association, held once each year in different sections of the country and open to the entire membership.

IV. State and Regional Conferences of the Association, now twenty in number (listed in the *Bulletin*, Autumn, 1956, pp. 580-82).

V. Chapters of the Association, now 507 in number.

VI. The Entire Membership: A. Affiliated with Chapters in colleges and universities; and B. Unaffiliated with Chapters, a group now comprising about five thousand members.

The six constituent groups of the Association are held together by common interests, a Constitution, the 1940 Statement of Principles, and resolutions adopted by the Annual Meeting. Within that identification of name, purpose, and principles, the government of the Association is democratic. As the national organization, through its elected officers and Council, and its meetings, is self-sustaining and self-governing, so, within the limits imposed by the Constitution and By-Laws, are the conferences and the chapters. In matters of opinions, policies, and practices, all channels of communication and consultation are open. The individual member may address himself to members of the constituent bodies, in-

dividually, or through chapter or conference action. During the past forty-two years, the members of the American Association of University Professors have created, in it, an active and influential independent professional organization, democratically conceived and governed.

After recommending amendments to the present Constitution which were adopted in 1943, Committee O on Organization and Policy became inactive. During the ensuing ten years, 1943-1953, the large growth in membership and in chapters, the understaffing in the Washington office, and the increase of freedom and tenure cases created problems within the Association which the Council and the Annual Meeting in 1952-53 assigned for study to a reactivated Committee O. Professor DR Scott (The University of Missouri) served as Chairman until his death in 1954. At that time, Professor George W. Martin (State University of Iowa) was appointed Chairman, and Professor William F. Edgerton (The University of Chicago) was appointed a member of the Committee. Professors Martin and Edgerton resigned from the Committee in 1955 for personal reasons; they have contributed greatly to the completion of the present report. During the past two years, Professors Richard H. Shryock (The Johns Hopkins University), Ralph Ira Thayer (State College of Washington), and C. Ferrel Heady, Jr. (University of Michigan) have become members, with the General Secretary and the President continuing as *ex officio* members. The work of the Committee has been reported annually in the *Bulletin*: Summer, 1954, pp. 325-26; Spring, 1955, pp. 110-118; Spring, 1956, pp. 166-71.

Solutions to many of the problems of organization and policy which Committee O has had under consideration have been reached or are well under way. Upon the recommendation of Committee O, the present By-Laws have been amended to remove the limitation placed on chapter dues, and district panels of qualified investigators have been set up to assist Committee A in handling alleged violations of the principles of academic freedom and tenure. During the past three years the Committee's study and its correspondence with the membership have centered constantly on four problems:

I. The Council: its size, and the nomination and election of its members;

II. The respective duties of the Council and the Meetings of the Association, as the governing bodies of the organization;

III. The functions, powers, and responsibilities of regional and state organizations within the Association;

IV. Revisions of the Constitution and By-Laws of the Association.

Last year, the Committee decided that *ad hoc* recommendations or amendments at any point would not serve the Association so well as a complete revision of the entire Constitution. Consequently, it has construed

Item IV as including Items I-III, together with other pertinent points, and has drafted a revised Constitution. At a meeting in Chicago on October 18-19, 1956, Committee O voted unanimously to recommend adoption of the revised Constitution to the Council and the Annual Meeting. At its meeting in Washington on November 16-17, 1956, the Council, after suggesting minor revisions, voted its approval of the proposed Constitution. The members of Committee O have concurred in the changes suggested by the Council. Committee O, consequently, recommends to the Annual Meeting, to be held in New York City on April 26-27, 1957, adoption of the "Proposed Revision of the Constitution," which follows, as the Constitution of the Association.

In reaching its recommendations, Committee O has constantly kept in mind the achievements of the Association and the accompanying spirit of autonomy which has been noted earlier in this report. The Committee has felt that jurisdictional and procedural details which follow in the "Proposed Revision" are the most promising means of maintaining and increasing both that work and that spirit. Those details, consequently, rest on several basic conclusions:

The work and the influence of the Association are national in scope. The determination of policies and the administration of the Association, consequently, cannot effectively and wisely be divided regionally, but must be centered in the Annual Meeting of the membership, and in the Council and the Officers and the Washington staff under their jurisdiction. Since the members of the Council are representatives of both the Association as a whole and of their respective districts, in the interest of the fullest possible representation, the size of the Council should not be reduced. To maintain equitable and balanced representation on the Council, the continued use of a central nominating committee, to be somewhat enlarged and to begin its work earlier in the year, is deemed wise. No other way to insure adequate and varied representation of the academic disciplines, nationally; of areas and institutions within districts, regionally; and of individual, chapter, and conference services to the Association has appeared. Among voters, acquaintance with the nominees through disciplines is more frequent than acquaintance through geographical proximity. The central nominating committee has always taken fully into account all suggestions of nominees from chapters and regions.

The present achievements of the Association have resulted from the reaching of a consensus on issues by the Council and the Annual Meeting. It is expected that this reasonable and cooperative spirit and method will continue through representation in the Council and direct democracy in the Annual Meeting. In the event of disagreement between the Council and the Annual Meeting, power to bind the Association should depend on

a second consideration of the problem at issue at the next ensuing Annual Meeting in order to assure freedom from regional coloring and full opportunity for consultation with all constituent groups of the Association. A proportional vote by delegates at an Annual Meeting may be called for, with members unaffiliated with chapters having one vote each. Normally, the present practice of direct democracy, one vote for each voting member, should continue. Finally, the work of state and regional groups, within the spirit and scope of the national organization, is believed to be both desirable and helpful in furthering the interests of the Association.

Warren Taylor (English), Oberlin College, *Chairman*
C. Ferrel Heady, Jr. (Political Science), University of Michigan
Willis Moore (Philosophy), Southern Illinois University
Richard H. Shryock (History), The Johns Hopkins University
Ralph Ira Thayer (Economics), State College of Washington
Eugene H. Wilson (Library Science), University of Colorado
Helen C. White (English), University of Wisconsin, *ex officio*
Ralph F. Fuchs (Law), General Secretary, American Association of
University Professors, *ex officio*

PROPOSED REVISION OF THE CONSTITUTION

Approved by the Council, November 17, 1956

Article I—Purpose

The purpose of the American Association of University Professors shall be to facilitate a more effective cooperation among teachers and investigators in universities and colleges, and in professional schools of similar grade, for the promotion of the interests of higher education and research, and in general to increase the usefulness and advance the standards and ideals of the profession.

Article II—Membership

1. There shall be four classes of members :

a. Active Members. Any person who holds a position of teaching or research in a university or college in the United States or Canada, or in the discretion of the Council in an American-controlled institution situated abroad, or in a professional school of similar grade, may be nominated for Active membership in the Association.

b. Junior Members. Any person who is, or within the past five years has been, a graduate student may be nominated for Junior membership. Junior members shall be transferred to Active membership as soon as they become eligible.

c. Associate Members. Any member who ceases to be eligible for Active or Junior membership because his work has become primarily administrative shall be transferred to Associate membership.

d. Emeritus Members. Any Active member retiring for age from a position in teaching or research may be transferred at his request to Emeritus membership.

2. The admission of members shall require three steps :

a. Nomination. Nominations for Active and Junior membership shall be made to the General Secretary of the Association by an Active member of the Association.

b. Publication and transmission. It shall be the duty of the General Secretary to publish every nomination to the membership promptly, and to transmit it to a Committee on Membership established by the Council.

c. Election. All persons receiving the affirmative vote of two-thirds of the members of the Committee on Membership shall become members of the Association. No nomination shall be voted on until thirty days after its publication.

3. A member may resign by notifying the General Secretary, and may be expelled for cause by a two-thirds vote of the Council after opportunity for a hearing. Membership shall be forfeited by nonpayment of dues under conditions to be established by the Council.

Article III—Officers

1. The officers of the Association shall be a President, a First Vice-President, a Second Vice-President, a General Secretary, and a Treasurer.

2. The term of office of the President and the Vice-Presidents shall be two years, and shall expire at the close of the last session of the Annual Meeting following the election of their successors, or if a meeting of the Council is held after and in connection with the Annual Meeting, at the close of the last session of the Council, or thereafter on the election of successors.

3. The President and the Vice-Presidents shall have the duties usually associated with these offices. The President shall preside at meetings of the Association and the Council. He shall appoint all committees of the Association and shall be *ex officio* a member of all except the Nominating Committee.

4. The General Secretary shall carry on the work of the Association under the general direction of the President, preparing the business for meetings and keeping the records thereof. He shall conduct correspondence with all constituents of the Association. He shall collect the membership dues and any other sums due the Association and transfer them to the Treasurer. He shall have charge of the office of the Association and be responsible for its efficient and economical management. He may with the approval of the President delegate any of these duties to other members of a professional staff appointed by the Council.

5. The Treasurer shall receive all moneys and deposit them in the name of the Association. By authorization of the Council, he shall invest any funds not needed for current disbursements. He shall pay all bills approved by the General Secretary. He shall make a report to the Association at the Annual Meeting and such other reports as the Council may direct. He may with the approval of the Council authorize an Assistant Treasurer to act for him. The financial records of the Association shall be audited annually.

Article IV—The Council

1. The President, the Vice-Presidents, the General Secretary, and the Treasurer, together with the three latest living ex-Presidents, shall, with thirty elective members, constitute the Council of the Association. Ten members of the Council shall be elected each year in the manner provided in this Constitution, to serve for three-year terms, according to the provision governing the terms of the officers.

2. The Council shall carry out the purposes of the Association and, subject to the authority of the Annual Meeting as defined in this Constitution, act for the Association. The Council shall (a) determine, for each class of members, the annual dues and the regulations governing their payment; (b) manage the property and financial affairs of the Association, with power to accept gifts to the Association; (c) construe the provisions of this Constitution; (d) provide for the publications of the Association; (e) appoint and determine the salaries of the General Secretary, members of a professional staff, and Treasurer; (f) determine the time, place, and program of the Annual Meeting and convene special meetings of the Association at its discretion; and (g) authorize the establishment of committees of the Association.

3. As a representative of both the Association and his district, each member of the Council shall promote the exchange of ideas between the Council and the membership. He may receive and transmit to the Council the proposals of members, chapters, and state and regional conferences within his district.

4. Meetings of the Council shall be held in connection with the Annual Meeting of the Association and at least at one other time each year, upon not less than two weeks' notice to the Council. Ten members elected from districts shall constitute a quorum. The Council may also transact business by letter ballot. A special meeting of the Council shall be called by the President on the written request of at least eight members of the Council.

5. The President may, with the advice and consent of the Council, appoint an Executive Committee of not fewer than six Council members, including the President and the First Vice-President *ex officio*. The Council may, between meetings, delegate to the Executive Committee such of its powers as it may find necessary. Meetings of the Committee may be called by the President.

Article V—Election of Officers and Council

1. Only Active members are eligible for election as officers or members of the Council. Nominations for the offices to be filled and for membership on the Council shall be made by a Nominating Committee

of five or more members, not officers or other members of the Council, appointed by the President with the advice and consent of the Council. Before submitting to the Council for approval his appointments to the Nominating Committee, the President shall invite suggestions in writing from the members of the Council as to the membership of the Committee. The Committee shall be chosen each year in time to seek and receive suggestions from the members of the Association with regard to persons to be nominated, and to meet and submit its report to the General Secretary, for publication to the members not later than October 1.

2. One member of the Council shall be elected each year from each of ten geographical districts formed with regard to the distribution of the Association's membership and to geographical contiguity. In preparation for an election, the Nominating Committee shall nominate two Active members of the Association from each district for the position on the Council to be filled from the district.

3. Nominations for members of the Council may also be made by petitions signed by at least fifty Active members of the Association resident within the district from which the Council member is to be chosen, provided that in determining the required number not more than ten shall be members at a single institution. Nominations for the Presidency and the Vice-Presidencies may also be made by petition, signed by at least 150 Active members of the Association, provided that in determining the required number of signatures, not more than fifteen of those signing a petition shall be members at a single institution and not more than ninety shall be members in a single district. No member shall sign more than one petition for the same office. Petitions presenting nominations shall be filed in the office of the General Secretary not later than November 15.

4. The General Secretary shall prepare ballots containing the names of all nominees to office and to Council membership, with relevant biographical data and a statement of the method of nomination. Ballots shall be mailed to all Active members of the Association in January and the polls shall be closed two months after the mailing. Where no nominee shall have received a majority of all votes cast for a given position, the Council shall by ballot elect one from among those nominees (not exceeding two in number unless there is a tie for second place) who received the most votes. The President, the Vice-Presidents, and the retiring elective members of the Council who have served full terms shall not be eligible for immediate re-election to their respective offices.

5. A vacancy occurring on the Council or in the Second Vice-Presidency shall be filled by the Council for the unexpired term.

Article VI—Meetings of the Association

1. The Association shall meet annually except when prevented by war or other national emergency. A meeting of the Association shall have authority (a) to amend the Constitution in the manner herein provided; (b) to express its views on professional matters; (c) to act on recommendations presented to it by the Council; (d) to require the Council to report to the ensuing meeting on subjects within the province of the Association; (e) to propose action which, upon concurrence by the Council, shall become the action of the Association; and (f) in the event of disagreement between the Council and a meeting of the Association, to take final action as provided in the following section.

2. If the Council declines to concur in a proposal of a meeting of the Association, it shall report its reasons to the ensuing meeting. If that meeting concurs in the action of the previous meeting, the action shall become that of the Association. An action of the Association reached (a) by concurrence of the Council in an action of a meeting of the Association or (b) in two successive meetings shall not be changed except by the joint action of the Council and a meeting of the Association or by two successive meetings of the Association.

3. For each twenty-five Active members or fraction thereof at the institution, the Active members of the Association in each chapter may elect not more than one delegate from that chapter to each meeting of the Association. All members of the Association shall be entitled to the privileges of the floor, but only Active members may vote. On issues previously published to the membership and on request of one-fifth of the delegates present, a proportional vote shall be taken. In a proportional vote, the accredited delegates from each chapter shall be entitled to a number of votes equal to the number of Active members at the institution, but any other Active member not at an institution thus represented shall be entitled to an individual vote. In case a chapter has more than one delegate, each delegate may cast an equal portion of the votes to which the chapter is entitled.

4. Except as provided in this Constitution or in rules adopted pursuant to it, the meetings of the Association shall be governed by Robert's *Rules of Order*.

Article VII—Chapters

1. Whenever the Active members in a given institution number seven or more, they may constitute a chapter of the Association. More than one chapter may be established in an institution when its parts are geographically separate. Each chapter shall elect annually a President, a Secretary, and a Treasurer (or Secretary-Treasurer), and such other

officers as the chapter may determine. It shall be the duty of the Secretary of the chapter to report to the General Secretary of the Association the names of the officers of the chapter, and to conduct the correspondence of the chapter with the General Secretary.

2. All Active, Junior, and Emeritus members of the Association in the institution, but not other members of the faculty, shall be eligible for membership in the chapter. Junior and Emeritus members may vote in chapter meetings at the discretion of the chapter. Associate members may attend meetings by invitation of the chapter.

3. A chapter may establish local membership dues. It may meet with other chapters and with other local organizations. Its actions shall be in harmony with the principles and procedures of the Association.

Article VIII—State and Regional Conferences

A majority of the chapters in a state or other defined geographical area, or in a group of institutions otherwise related, may, upon approval by the Council, organize a conference of the American Association of University Professors which shall be open to all chapters within the area or group. A conference may consider and act upon professional matters which are of concern to the member chapters, but its actions shall not bind the member chapters without their authorization and shall be in harmony with the principles and procedures of the Association.

Article IX—Amendments

This Constitution may be amended by a two-thirds vote of a meeting of the Association. An amendment may be initiated by the Council or proposed to it by not fewer than ten Active members. At its next meeting, the Council shall approve, amend, or disapprove a proposal submitted to it, and report its conclusions to the proponents. It shall report through the General Secretary to the membership, at least one month before a meeting of the Association, a proposal which it initiates or approves. Upon failure of agreement between the Council and the proponents of an amendment, the proponents may, with the concurrence of at least five chapters, secure submission of their proposal to the next meeting of the Association by communicating it to the General Secretary at least three months in advance. The General Secretary shall transmit all amendments thus proposed to each member at least one month before the meeting.

SUMMARY OF PROPOSED CHANGES IN THE CONSTITUTION

The proposed revision of the Constitution reduces the existing 11 articles and 9 By-Laws to 9 articles. It includes (1) a large number of changes in wording and organization, in the interests of brevity, clarity, orderliness, and consistency, and (2) a relatively few changes in substance, which may be summarized as follows (the articles referred to in the headings are those of the proposed revision; the ones in brackets, those of the existing Constitution and By-Laws):

Article II—1 c & d. Council approval for the transfer of Active members to Associate or Emeritus membership has been eliminated as a requirement. [Article II, 4 & 5.]

This article combines former Articles II & IV.

Article III—3. The final sentence specifies the already existing practice in regard to committees.

4. The present provision that the General Secretary shall be a member of the editorial committee [By-Law 5] is eliminated.

5. Approval of bills over \$100 by the President or Vice-Presidents, now required, is rendered unnecessary, and the General Secretary may delegate his approval of all bills to a member of the professional staff rather than an officer. [By-Law 8.]

Article IV—2. The provision that a former General Secretary may be elected to life membership on the Council is omitted. [Article V, 1.] The previous provision limiting the Council's power to remove the General Secretary and the Treasurer is omitted. [Article III, 3.] The powers of the Council have been brought together and listed more fully. Since they include provision for publications generally, one former article [VIII] is eliminated. Specific references to the *Bulletin* have been eliminated throughout.

3. This provision regarding the liaison duties of a Council member is new.

4. Ten members elected from districts, instead of only those present at a meeting, are required for a quorum of the Council. [Article V, 3.] The powers of the Executive Committee, formerly specified as lying in financial areas, have been left unspecified, for Council delegation. [By-Law 9.]

Article V—1. Eligibility to office has been clearly limited to Active members. Five, instead of three, is set as the minimum membership of a nominating committee. [By-Law 1.] The procedures for electing officers and Council members have been changed to accord with present practice and to eliminate details in the nominating procedure. [Article III, 2 & 3; By-Law 1.]

5. The provision for filling vacancies eliminates the First Vice-Presidency, on the theory that the Second Vice-President will fill that office if it becomes vacant. [Article III, 3.]

Article VI—Special meetings, not previously contemplated, are envisaged as possible, without specific provision for them. The Council could call such a meeting. The powers of meetings, not previously mentioned, have been detailed.

2. It is now proposed to vest ultimate power in the Annual Meeting, through the reaffirmation of a decision by a second meeting in the event of disagreement with the Council. [Article V, 1.]

3. The number of delegates a chapter may have is related to the number of members at the institution. Junior members, previously not allowed to "vote or hold office" [Article II, 6.], are no longer included among those who elect delegates to the Annual Meeting. The use of proportional voting is limited to issues previously published to the members. The number of votes allowed to accredited chapter delegates has been changed from the number of members in a chapter to the number at the institution, since the latter is the only figure of which the Central Office has a record. Participation in a request for a proportional vote is limited to delegates. [Article X, 2.]

4. The observance of Robert's *Rules of Order* is now required.

Article VII—2. The possibility of a chapter's excluding a national member at the institution from its membership, or allowing a nonmember to join, is eliminated. The position of Associate, Junior, and Emeritus members in relation to the chapter is stated, and the duty of the secretary to correspond with headquarters is specified. [By-Law 4.]

3. The action of the St. Louis meeting in 1956, which did away with the limit on chapter dues, is incorporated. [Former By-Law 4.] The duty of the chapter to conform to Association principles and procedures is stated in more general terms than before. [By-Law 4.]

Article VIII—This is a new article recognizing and formalizing the position of regional conferences. It requires that a conference be open to all chapters within its area or scope and that it consist of a majority of these chapters at its formation. Chapter autonomy is preserved, except where there has been a previous delegation of authority. Conformity to Association principles and procedures is required.

Article IX—A specific procedure is established, by which members, chapters, regional conferences, or the Council may initiate amendments which shall be cleared through the Council and receive final action by a meeting of the Association.

Committees of the Association

By mail ballot in October, 1956, the Council approved the statement which follows, with regard to a new committee structure for the Association.

The American Association of University Professors has long carried on many of its most important functions through committees. Traditionally, these committees have been designated by letters as well as names, from Committee A on Academic Freedom and Tenure to Committee Z on the Economic Status of the Profession. Designations employed in the past have nearly exhausted the letters of the alphabet, and many committees have ceased to function. Since, by action of the Council, various committees are to be reactivated or newly established, it seems desirable to designate the permanent committees as they appear below. In addition, certain temporary committees and committees connected with the Annual Meeting are designated.

Each committee is expected to conduct inquiries within its province, to collaborate with other organizations and groups interested in the same matters, and to make an annual report containing recommendations, in time for presentation to the Council at the time of the Annual Meeting. It may make special reports as desired. In so far as the functions of a committee involve correlation with chapters, and in so far as overlapping among the pertinent research or other activities of chapters may become a problem, the committee shall seek information as to the work of the chapters and endeavor to give guidance to that work. The staff of the Association's Central Office shall, to the extent of its capacity and resources, aid the committees in their activities and shall facilitate collaboration between them and other educational organizations and groups having similar interests.

Committee A on Academic Freedom and Tenure

Has as its function the development and effectuation of the Association's policies in relation to academic freedom and tenure through the preparation of general statements, including the committee's annual reports, and through inquiries and reports of subcommittees and *ad hoc* committees with respect to particular instances of alleged infringement of academic freedom and tenure. The committee shall make recommendations to the Council and to the Annual Meetings with reference to the Association's list of censured administrations.

Committee B on Professional Standards and Ethics

Is charged with the duty to prepare and maintain and to propose for adoption by the Council and Annual Meetings appropriate statements or codes setting forth standards of proper conduct and performance of duty

by the members of college and university faculties in their relations to students, to their colleagues, the administrations of the institutions they serve, to the academic profession, and to the community at large. The committee shall consider and report upon possible methods of implementing the standards it develops.

Committee C on College and University Teaching, Research and Publication

Shall be concerned (a) with the development and maintenance of effective college and university instruction, including faculty promotion and working conditions, classroom techniques, work with individual students, testing, and the use of library facilities and advanced teaching aids; (b) with the conditions of effective research, creative work, and publication by faculty members, and (c) with the recruitment and training of college and university faculties.

Committee D on Accreditation of Colleges and Universities

Shall be concerned with the methods and organizations for accrediting colleges, universities, and professional schools; with the relation of faculty members to the accrediting process; and with the effectuation of the Association's objectives through accreditation.

Committee E on the Establishment and Conduct of Chapters

Shall keep informed of the status of chapter organization and activity, including associations of chapters, and shall report annually with regard to it. The committee shall, through its individual members, aid in the establishment and strengthening of chapters at particular institutions.

Committee F on Membership and Dues

Shall consider periodically the status of the Association's membership and develop and execute programs for strengthening it. The committee shall recommend from time to time such membership policies, including the level and structure of dues, as it deems to be desirable.

Committee G on the International Association of Professors and Lecturers

Is expected to keep informed of the activities and publications of the International Association and to recommend the extent and means of this Association's participation, including its representation at international conferences.

Committee H on the History of the Association

Has the function of considering and developing means of recording and publicizing the history of the Association and of recommending methods and projects to these ends.

Committee I on Association Investments

Has the function of advising the Treasurer as to the conservation and investment of surplus funds of the Association.

Committee J—Editorial Committee of the Bulletin

Has the function of advising the Editor of the *Bulletin* with regard to his policies and methods and of assisting him, to the extent requested, in the consideration of material for publication.

Committee O on Organization and Policy

Shall review from time to time the structure and operations of the Association, including its Central Office; shall recommend such operational changes and amendments to the Constitution and By-Laws as it deems desirable; and shall plan and report upon such long-range policies as will, in the committee's judgment, contribute to the effectuation of the Association's purposes.

Committee T on Faculty-Administration Relationships

Shall be concerned with all matters of college and university government that may involve the participation of faculty; with extending the scope of that participation so far as desirable; and with the development of successful cooperation between administrations and faculties.

Subcommittee on Research: To carry on studies of the extent and methods of faculty participation in college and university government.

Subcommittee on Development: To stimulate progress within colleges and universities toward greater collaboration of faculties in determining academic policies.

Committee Z on the Economic Status of the Profession

Shall be concerned with all aspects of the economic welfare of faculties in the setting of proper institutional management and finance, including salaries, tax problems, provision for retirement, and incidental arrangements such as insurance, treatment of outside income or other legal claims of faculty, and education of faculty children.

Subcommittee on Research: To conduct from time to time studies of the economic status of college and university faculty members in relation to changing circumstances.

Subcommittee on Standards: To formulate standards relating to the economic status of faculty members during their active service and to call the attention of the public and of the academic profession to these standards.

Subcommittee on Taxation: To consider the tax problems of members of the academic profession, especially with relation to the Federal income tax; to convey pertinent information and advice to the profession by publication in the *Bulletin* and other means; and to recommend appropriate Association policies and action with relation to tax problems.

Subcommittee on Retirement: To consider the retirement problems of members of the academic profession and to recommend such measures as may contribute to the economic welfare and continued usefulness of retired faculty members.

In addition to the committees named above, the Nominating Com-

mittee has the functions defined in the By-Laws, and a Committee on Resolutions is established in connection with each Annual Meeting of the Association. The Council has also authorized the establishment of a special committee on state anti-subversive legislation.

The members of committees of the Association, as of February 28, 1957, are listed below. Additional members have been invited to serve on many of the committees. The president of the Association is *ex officio* a member of the committees, except the Nominating Committee.

Committee A on Academic Freedom and Tenure

H. Bentley Glass (Biology), The Johns Hopkins University; *Chairman*
 Robert L. Calhoun (Theology), Yale University
 Robert K. Carr (Political Science), Dartmouth College
 Charles T. McCormick (Law), University of Texas
 Douglas B. Maggs (Constitutional Law), Duke University
 Glenn R. Morrow (Philosophy), University of Pennsylvania
 George R. Stewart (English), University of California
 Warren Taylor (English), Oberlin College
 George C. Wheeler (Biology), University of North Dakota
 Ralph F. Fuchs (Law), Central Office
 George Pope Shannon (English), Central Office
 Warren C. Middleton (Psychology), Central Office
 William P. Fidler (English), Central Office
 Helen C. White (English), University of Wisconsin, *ex officio*

Committee B on Professional Standards and Ethics

Charles Frankel (Philosophy), Columbia University; *Chairman*
 Clark Bye (Law), University of Pennsylvania
 Norman T. Pratt (Classics), Indiana University
 Edwin O. Stene (Political Science), University of Kansas

Committee C on College and University Teaching, Research, and Publication

Reginald F. Arragon (History), Reed College; *Chairman*

Subcommittee C-1 on Aims and Methods of Instruction

Harold B. Dunkel (Education), University of Chicago; *Chairman*
 Merritt Y. Hughes (English), University of Wisconsin
 T. R. McConnell (Higher Education), University of California
 Gordon Marsh (Zoology), State University of Iowa
 E. E. Schattschneider (Political Science), Wesleyan University

Subcommittee C-2 on Research, Artistic Creation, and Publication

Don Cameron Allen (English), The Johns Hopkins University; *Chairman*

Subcommittee C-3 on Recruitment and Training of Teachers

Robert B. MacLeod (Psychology), Cornell University
 Harriet E. O'Shea (Psychology), Purdue University

Committee D on Accreditation of Colleges and Universities

Sidney L. Gulick (English), San Diego State College; *Chairman*
 Graydon S. DeLand (Modern Languages), Florida State University
 Charles G. Howard (Law), University of Oregon
 Emma Reinhardt (Education), Eastern Illinois State College
 Charles B. Vetter (Psychology), New York University

Committee E on the Establishment and Conduct of Chapters

District I: Austin E. Fife (Modern Languages), Occidental College
District II: James C. Nelson (Economics), State College of Washington
District III: Merritt Y. Hughes (English), University of Wisconsin
District IV: James C. Carey (History), Kansas State College
District V: Gordon H. McNeil (History), University of Arkansas
District VI: Henry H. H. Remak (Modern Languages), Indiana University
District VII: James Holladay (Finance), University of Alabama; *Chairman*
District VIII: James H. Croushore (English), Mary Washington College
District IX: Arthur H. Scouten (English), University of Pennsylvania
District X: Earl Latham (Political Science), Amherst College

Committee F on Membership and Dues

Leland J. Pritchard (Economics), University of Kansas; *Chairman*
William A. Sutton (English), Ball State Teachers College
William S. Tacey (Speech), University of Pittsburgh
Marcus Whitman (Economics), University of Alabama

Committee G on the International Association of Professors and Lecturers

Richard H. Shryock (History), The Johns Hopkins University; *Chairman*
Alice R. Bensen (English), Eastern Michigan College
H. Gordon Hullfish (Education), The Ohio State University
Walter H. C. Laves (Government), Indiana University
J. H. Saylor (Chemistry), Duke University

Committee H on the History of the Association

Walter P. Metzger (History), Columbia University; *Chairman*
Robert W. Iversen (Social Science), Drake University
Edward C. Kirkland (History), Bowdoin College
William T. Laprade (History), Duke University

Committee I on Association Investments

Richard N. Owens (Business Administration), George Washington University;
Chairman
Austin V. Clifford (Law), Indiana University
Frank W. Fetter (Economics), Northwestern University
Ralph F. Fuchs (Law), Central Office
James Holladay (Finance), University of Alabama

Committee J—Editorial Committee of the Bulletin

Sheridan Baker (English), University of Michigan
Dorothy Bethurum (English), Connecticut College
Ralph F. Fuchs (Law), Central Office
John Luskin (Journalism), University of Alabama
U. S. Maxwell (Chemistry), Lincoln University

Committee O on Organization and Policy

Warren Taylor (English), Oberlin College; *Chairman*
Ralph F. Fuchs (Law), Central Office
C. Ferrel Heady, Jr. (Political Science), University of Michigan
Willis Moore (Philosophy), Southern Illinois University
Richard H. Shryock (History), The Johns Hopkins University

Ralph I. Thayer (Economics), State College of Washington
Eugene H. Wilson (Library Science), University of Colorado

Committee T on Faculty-Administration Relationships

Paul W. Ward (Philosophy), Syracuse University; *Chairman*

Committee Z on the Economic Status of the Profession

William A. Neiswanger (Economics), University of Illinois; *Chairman*
Ralph L. Boyd (Business Administration), Portland State College
Willard E. Dickerson (Accounting), The Ohio State University
Albert H. Imlah (History), Tufts University
Eric W. Lawson (Finance), Syracuse University
Harold N. Lee (Philosophy), Tulane University
William W. Oliver (Law), Indiana University
J. Nelson Young (Law), University of Illinois

Special Committee on State Anti-Subversive Legislation

C. Willard Heckel (Law), Rutgers University; *Chairman*
Chester H. Cable (English), Wayne University
Gladys M. Kammerer (Political Science), University of Kentucky
Melvin G. Shimm (Law), Duke University

Representatives to American Association for the Advancement of Science

Bentley Glass (Biology), The Johns Hopkins University
Theodore Koppanyi (Pharmacology), Georgetown University

Delegates to American Council on Education

Ralph F. Fuchs (Law), Central Office
J. Edward Gerald (Journalism), University of Minnesota
William T. Laprade (History), Duke University
Helen C. White (English), University of Wisconsin

District Panels

District panels, the members of which hold themselves available, so far as feasible, to aid in the work of Committee A in their Districts, have been established. The panel members who have accepted are:

District I

Robert B. Brode (Physics), University of California
John W. Caughey (History), University of California at Los Angeles
J. Keith Mann (Law), Stanford University
Gordon Tucker (Zoology), San Diego State College

District II

Glenn A. Bakkum (Sociology), Oregon State College
W. J. Brockelbank (Law), University of Idaho
Charles G. Howard (Law), University of Oregon
Robert J. Lampman (Economics), University of Washington

Edward C. Moore (Philosophy), University of Idaho
Ralph I. Thayer (Economics), State College of Washington

District III

Richard Hartshorne (Geography), University of Wisconsin
Merritt Y. Hughes (English), University of Wisconsin
Frank R. Kennedy (Law), State University of Iowa
Robert C. McClure (Law), University of Minnesota
Lloyd M. Short (Political Science), University of Minnesota

District IV

Bower Aly (Speech), University of Missouri
Frederick K. Beutel (Law), University of Nebraska
Harvey L. Carter (History), Colorado College
Edwin O. Stene (Political Science), University of Kansas
Eugene H. Wilson (Library), University of Colorado

District V

Ralph C. Barnhart (Law), University of Arkansas
Paul R. David (Biology), University of Oklahoma
Josiah C. Russell (History), University of New Mexico

District VI

Horace M. Gray (Economics), University of Illinois
C. Ferrel Heady, Jr. (Political Science), University of Michigan
John A. Kinneman (Sociology), Illinois State Normal University
Robert E. Mathews (Law), The Ohio State University
Willis Moore (Philosophy), Southern Illinois University
Paul Oberst (Law), University of Kentucky
Howard J. Pincus (Geology), The Ohio State University
C. Herman Pritchett (Political Science), University of Chicago
Edwin Burrows Smith (French), Wayne State University

District VII

Harold N. Lee (Philosophy), Tulane University
Marcus Whitman (Economics), University of Alabama

District VIII

Wilbert J. Huff (Engineering), University of Maryland
J. G. Leach (Plant Pathology), West Virginia University
Eli M. Spark (Law), Catholic University

District IX

Harold Barger (Economics), Columbia University
Clark Byse (Law), University of Pennsylvania
Walter Gellhorn (Law), Columbia University
Harold W. Kuhn (Mathematics), Bryn Mawr College
George B. Parks (English), Queens College
William F. Schulz, Jr. (Law), University of Pittsburgh

District X

Ralph S. Brown, Jr. (Law), Yale University
Lewis S. Feuer (Philosophy), University of Vermont
Fred B. Millett (English), Wesleyan University

Organizational Notes

Changes in Committee A

Professor Russell N. Sullivan, Chairman of Committee A since the Forty-first Annual Meeting, was compelled by other duties to resign from the Chairmanship in the fall of 1956. President White appointed Professor Bentley Glass as the new Chairman of the Committee, and Professor Glass accepted. In January, 1957, Professor Sullivan was appointed Dean of the University of Illinois College of Law. He has necessarily resigned from Committee A as a result, and at the same time has assumed Associate membership status in the Association. He carries with him into his new work the gratitude of all members of the Association for his devoted service in behalf of the principles of academic freedom and tenure, along with their good wishes for his success.

As the members of the Association know, Professor Glass was Chairman of the Special Committee on Academic Freedom and Tenure in the Quest for National Security, whose report at the last Annual Meeting was an important milestone in the Association's history. All who have learned of his assumption of the Chairmanship of Committee A have welcomed it.

Membership and Finance

The financial and membership figures in this issue of the *Bulletin* (see above, pp. 75 and 76), serve to point up the most critical question confronting the Association, that of achieving a balance of income and expenditures to permit operations to continue at their present level. The anticipated deficit for 1957 will, if realized, reduce the Association's financial reserve at the end of the year to approximately \$60,000. The Investment Committee has recommended that this reserve not be permitted to fall below \$50,000, in the absence of an extreme emergency which justifies cutting into even this backlog. Accordingly, two alternatives confront the Association: Either the membership must be substantially increased during 1957, or expenditures must be drastically curtailed in 1958. A curtailment of the required magnitude will necessarily involve a reduction of staff.

The number of nominations to membership published in this issue of the *Bulletin* (see below, p. 123) is encouraging, as is the number admitted to membership in 1956; yet the rate of recruitment must be

sharply increased if the Association's income is to rise sufficiently to equal the current rate of expenditures. Despite the efforts of the officers of a substantial number of chapters, there was a net loss of 1152 members in 1956. This loss was occasioned to a considerable extent by the unusually large number of memberships which lapsed because of non-payment of dues for two years. The two years began with 1955, when the dues were increased from \$5.00 to \$7.50. The number who omitted payment for the first time in 1956 is 4187, compared to 5803 in 1955. The prospect is, therefore, that additional losses of membership will be avoided, now that the effect of the dues increase has worn off; but growth is not yet assured, at least until the number of faculty members commences to rise noticeably.

The officers and Council hope that expanded activity on the part of the committees now being established (see above, pp. 93-99) will attract new members. The continued recruiting efforts of chapter officers will undoubtedly remain an important factor; yet new methods of recruitment, to be developed by the Committee on Membership and Dues in conjunction with the professional staff, will also be needed. There is a strong feeling among many that a graduated dues structure, making membership available to newcomers in the academic profession at less than the present rate, may be needed; and consideration will undoubtedly be given to establishing such a structure.

President's Committee on Education Beyond the High School

Chapter Letter No. I of 1957, mailed on January 4, was accompanied by a copy of the First Interim Report of the President's Committee on Education Beyond the High School, and contained a request that each chapter or its executive committee give consideration to the report and transmit comments and suggestions upon it to the Central Office for forwarding to Dr. Elvis Stahr, Executive Director of the President's Committee. Dr. Stahr requested that this distribution of the Interim Report to the chapters be made, so that a direct response to the Committee's preliminary conclusions, from representative groups of faculty members throughout the country, might be obtained.

Replies to the chapter letter were requested by February 18; but chapter members, if they have not been informed by their chapter officers of the reply sent by the chapter, should inquire about the response that was made. If the President's Committee succeeds in its purpose, its recommendations will greatly influence the direction of American higher education during the next fifteen years. It will be an advantage to the Association and its members (and, one hopes, to higher education) to have the President's Committee receive the judgment of members of the Association with regard to current problems of concern to the

Committee. If, for any reason, a chapter has not replied, or if its reply does not fully reflect the knowledge and thought of its members, a belated or supplementary letter to the Central Office may still prove useful.

Office Activity

Much of the work of the staff during the last half of 1956 and the first two months of 1957, in addition to continuing operations, has gone into augmented communication with chapters and regional groups, including the issuance of a new loose-leaf manual, *Information for Chapter Officers*, which appears to have filled a long-felt need; into the establishment of new committees and the enlargement of old ones, as directed by the Council; into collaboration with Committee O in the preparation of the proposed new Constitution; and into the numerous Committee A investigations which are under way. Construction and rearrangement in the office, mentioned in the Winter issue of the *Bulletin*, have been completed. An improved telephone system has also been installed, at slight additional cost, to permit easy communication among all staff members and make possible the stationing of a receptionist in the entrance lobby. New bookshelves along the wall of a broad corridor leading to the offices of professional staff members will render the Association's collection of books, periodicals, and pamphlets far more accessible than before.

Joint Project on Procedural Standards

At the annual meeting of the Association of American Colleges in Philadelphia, January 7-10, 1957, that Association's Commission on Academic Freedom and Tenure, and the Association itself, gave general approval to the report of a proposed set of procedural standards in faculty dismissal cases, which was prepared by a joint committee of that Association and the American Association of University Professors during the summer (see the *Bulletin* for Autumn, 1956, page 582). Suggestions for minor changes in the text of the proposed statement were also made. The statement has been distributed to the members of Committee A and been commented upon by them. It will now receive the further consideration of that Committee, and will be made the subject of a report to the Council and the next Annual Meeting.

Inaugurations and Convocations

Professor Max E. Bell of Northeast Missouri State Teachers College, Kirksville, Missouri, represented the Association at the inauguration of Dr. Fred Helsabeck as President of Culver-Stockton College, November, 9, 1956. On the same date, Professor Norman W. Mattis

of the University of North Carolina attended the inaugural ceremonies for President Warmoth Thomas Gibbs at the Agricultural and Technical College of North Carolina. Professor L. G. Moffatt of the University of Virginia attended the ceremonies installing President Robert Blackwell Smith, Jr. as President of the Medical College of Virginia. Professor Glenn A. Bakkum was the Association's representative at a convocation which Reed College held on November 4 in honor of Dr. Frank L. Griffin, who received an honorary degree upon the completion of his term as Acting President of the College.

Staff Travel and Professional Activities

Dr. Fuchs addressed the Chapter of Simmons College in Boston on February 12. He accepted requests to speak to the New York State College for Teachers at Buffalo, and guests from neighboring institutions, on February 28; to a joint meeting of chapters in the Cleveland area on March 1; and to a meeting at Hunter College, with members from other chapters in the New York metropolitan area as guests, on March 13. He has also attended inter-organizational conferences on a number of educational subjects, held recently in Washington, and spoke at an assembly of students at Montgomery Junior College, in the suburbs of Washington, on February 5.

Dr. Fidler filled speaking engagements with the following groups: The Chapter of the Montgomery Junior College, on November 30; the Chapter of Winthrop College, at Rock Hill, South Carolina, on January 11; the conference of the South Carolina State Division of the Association, held in Columbia on January 12; and the Chapters of Lynchburg College, Randolph-Macon Woman's College, and Sweet Briar College, which met jointly in Lynchburg on February 9.

Advertising Council Campaign—A Statement by the General Secretary

The campaign of the Council for Financial Aid to Education and the Advertising Council in behalf of higher education (see the Winter issue of the *Bulletin*, pp. 748-749) will enter its initial active stage in April, May, and June of this year. There will be subsequent active stages in the following fall and spring.

The Advertising Council is the public service organization of advertising agencies, which has conducted campaigns in behalf of the Red Cross blood bank, the prevention of forest fires, the elementary and secondary schools, and other public causes. In the campaign in behalf of higher education, it is working in close collaboration with not only the Council for Financial Aid to Education but also the American Council on Education and its constituent members, including the American Association of University Professors.

An initial meeting of representatives of all of the interested groups, which Professor J. Edward Gerald of the University of Minnesota attended on behalf of the Association, was held on October 10, 1956 in conjunction with the annual meeting of the American Council on Education. There have been two subsequent conferences in Washington, which I have attended. At the first of these, the material to be used in the campaign was displayed.

By request of all concerned, President Arthur S. Adams of the American Council on Education appointed an advisory committee of educators, which subsequently met to review and pass upon the "copy" for the campaign. That committee consists of ten members of the academic profession, including Professor Huston Smith of Washington University. The material to be used in the campaign is of high grade, within the limits imposed by the requirements of advertising media. Care has been taken to avoid inappropriate types of appeal and to render factual statements accurate. The teaching and research functions of the faculties are represented throughout as the essence of higher education, and there is no reference to the "country club" aspects of college life. The appeal is primarily one for financial support for all branches of higher education.

Although one inevitably has questions about the use of advertising in such a cause, I am convinced that this campaign is a commendable effort, upon which much earnest thought and effort have been expended, and which should be turned to good account so far as possible. I bespeak for it the sympathetic interest of members of the Association, as well as their cooperation whenever feasible in interpreting the appeal that will be made to the public through the press, over television and radio, and in buses and streetcars.

Editor's Notes

The Bulletin

If the reader has not noticed, he should turn back and observe the cover—white; and the title design—white on green. Other colors, appropriate to the seasons, will appear on the Summer, Autumn, and Winter covers. We hope most readers will like this innovation, which was prompted by a "Report of the Special Committee on Publications" (Spring, 1956, pp. 172-175). A white cover (obviously at the mercy of unwashed hands) was chosen for clear printing and the possible use of color in advertisements on the third and fourth cover pages.

Special attention is invited to the changes on our masthead. Dr. Fidler takes the title he has already earned by his editorial advice and, even more, by his assistance with advertising. As with all the rest of the Association's committees, a new Editorial Committee has been appointed, as named on page 97 of this issue; the General Secretary continues *ex officio*. Professors Bethurum and Maxwell are at present members of the Council, and Professor Baker will be remembered as the author of the much discussed "Scholarly Style, or the Lack Thereof," in the Autumn, 1956 *Bulletin*. Professor Luskin is an experienced journalist and teacher of journalism, and is now President of his Chapter at the University of Alabama.

The names of the retiring committee members are known and honored in the Association and the academic profession. Edward C. Kirkland and William T. Laprade were formerly Presidents of the Association, and Jewell Hughes Bushey and Louise Pound, formerly Vice-Presidents. Professor Pound is a Charter Member of the Association. All four have been Council members, and have served generously on various Association committees. All are distinguished in their professional fields. During their terms of service on the Editorial Committee, ranging from seven to sixteen years, none has ever refused advice and cooperation when called on, and all have been good-naturedly understanding of editorial difficulties or shortcomings. The Editor removes their names with a nostalgic pang.

High Adventure

A recent editorial in a publication devoted to problems of educational administration takes note of imminent "pressures" (e.g., an 85%

increase in enrollment by 1970; "the multiplying educational needs and demands of American society") that will compel "rationalization of college and university structure and process." The editorial hails this coming "rationalization" as "a high adventure in professional self-appraisal by educators," who may be expected to apply their customary "objectivity and scientific search for evidence" to problems of "the adequacy of the curriculum, teaching methods, administrative process and structure, and financial management of institutions." As the outcome of these adventures, "a comprehensive and comparable picture of patterns for American higher education should begin to emerge."

Needless to say, the teaching members of the academic profession have a considerable interest in any emerging "picture of patterns" for higher education. Unfortunately, it is probable that these teaching members will not be found in great numbers among those called upon to engage in this high adventure. The adventurers will be college and university officers and trustees, and representatives of their organizations, with a scattering of "name" laymen. It is to them that the grants are going; they man the programs at the meetings of the great national associations (ours excepted) dealing with higher education; they composed the President's Commission on Higher Education in 1946; and they are the members of the present President's Committee on Education Beyond the High School. (For our relation to this Committee, see above, pp. 101-102).

The officers of the American Association of University Professors are alert to this situation, and are moving to secure means for the reception of faculty views and the safeguarding of faculty interests; but the task is difficult. The working members of the Central Office staff do not necessarily include broad educational statesmanship among their multiple talents, and the Association's elected officers are subject-matter specialists, like most of our profession; it is merely a happy chance if one has given extensive study to the larger problems of higher education.

And there, really, is the trouble: neither our Association nor the profession it represents has managed sufficiently to impress those who control such things that they are competent, or even interested, in the great problems of educational reorganization. Unquestionably, there are individuals scattered through our profession who are thoughtfully and studiously concerned about what they are doing, and to what end, and are alert to the developments that will affect their profession; but candor compels us to admit that many faculty members have little interest beyond their special fields or, at most, their own departments, except, perhaps, for a sporadic concern about salary, tenure, and promotion, particularly when they themselves are affected. We can rightly blame our administrative officers for some of this; many of them have failed to

provide, at the institutional level, an elementary training school of faculty participation; but that is not the whole story.

The fault, dear Brutus, is not in our stars,
But in ourselves, that we are underlings.

The elimination, by overwhelming demand, of educational discussions from the Association's Annual Meetings, and the not infrequent protests against the publication of "educational" articles in the *Bulletin*, only illustrate a widespread indifference, among our own members, to the problems that administrative officers live with, and are by practice prepared to discuss. In short, those who are planning the adjustments in higher education may rightly ask us what we have to offer.

Wherever the blame, we the teachers are in danger of being left out of the planning for the approaching crisis. The Association's officers will do what they can, but they are few, they are busy, and they are under the disadvantage of representing no expressed Association policy on many vital matters. Nevertheless, given time, some progress may be expected. Contact has been established with the President's Committee, as noted above. An active Subcommittee on Recruitment and Training of Teachers has recently been established. Plans are making for enlarged and intensified work by Committee T on Faculty-Administration Relationships.

But a broader base is needed than the work of a few officers and committees. If the academic profession is to be judged competent to guide higher education, its members, in large numbers, should give evidence of their readiness to approach the problems of higher education with the same studious objectivity they display in their special fields. The chapters—often asking, "What can we do?"—may bethink themselves of the Association's stated purpose: "to promote a more general and methodical discussion of problems relating to education in institutions of higher learning." The Association rightly insists that higher education is itself a profession. Its members can give evidence thereof by an active concern in professional problems, including the problems of the educational system which their profession exists to serve.

Permissions

"What Do You Mean, 'Religious Emphasis Week'?" by Leland Miles (Winter, 1956): to be mimeographed for distribution to "the members of our various committees" in a Southwestern institution, prior to the observance of Religious Emphasis Week.

"Scholarly Style, or the Lack Thereof," by Sheridan Baker (Autumn, 1956): to be included in a collection of freshman readings.

The same: to be mimeographed for classroom use in two Eastern universities.

"Academic Freedom and Tenure: The University of Nevada" (Autumn, 1956): to be reproduced for use "as a case in the Human Relations and Administration courses" in the Industrial Management Department of a Midwestern university.

"When I Was a (Pre-Ph.D.) Lad," by Gordon Shull (Autumn, 1955): to be reprinted in the *Newsletter* of the English Graduate Association of a large Eastern University.

To Correct the Record

The Editor has been reminded that, in emphasizing the role of Dr. H. W. Tyler as the Association's first salaried Secretary (*Bulletin*, Summer, 1955), he unintentionally neglected another of our salaried officers, whose usefulness in the earliest years of the Washington Office was second only to that of Dr. Tyler. Dr. Tyler was in charge of the Washington Office from its establishment, February 1, 1929, until September 1, 1929, when his leave of absence from Massachusetts Institute of Technology expired. Thereupon Professor Joseph Mayer, on leave from Tufts College, took charge, with the title of Assistant Secretary, and continued in charge until June, 1930. When Dr. Tyler moved into the Washington Office permanently, on September 1, 1930, Professor Mayer continued with him as Executive Secretary on half time (being also a consultant on the staff of the Library of Congress), until August 31, 1936, with duties described by Dr. Tyler as follows:

The Executive Secretary has charge of the clerical staff, of membership activities, and of the Appointment Service. As Treasurer he has primary responsibility for the financial business of the Association. He also cooperates with the General Secretary in all important business. Both officers make such visits to nearby Chapters as their duties permit.

When Professor Mayer decided to sever his professional connection with the Association, the Council, on April 26, 1936, unanimously adopted a commendatory memorandum, citing both his contributions in his professional capacity and his other services to the Association (*Bulletin*, Volume XXII, May, 1936, page 311).

Professor Mayer has been an Active Member of the Association since 1924. He is at present Chairman of the Department of Economics at Miami University.

Declassification

The financial section of the *San Francisco Chronicle* of December 11, 1956 carried an advertisement by Mills College setting forth the operating statement and balance sheet of the College for the year ending June 30, 1956. The object was, of course (as editorial comment in the

same paper made clear), to suggest the need of the College for financial assistance.

Regardless of the reason, we applaud the action. All too familiar is the administration that plays cozy with the budget, discouraging any display of curiosity by faculty members—who might, conceivably, compare the sums allocated to faculty salaries with other allocations. It is true that faculties, if they have good sense, do not want to take on the financial worries of an institution, but they understandably resent the common refusal of the campus grown-ups to discuss finances in their presence.

Bouquet

"The Editor's Corner" in the *Michigan Alumnus*, Autumn, 1956, begins:

A publication which I am accustomed to peruse with more than usual interest and respect is the *AAUP Bulletin*, which is not, as its multiplicity of initials might suggest, a governmental organ, but the quarterly of the American Association of University Professors. For one thing, this particular journal, though strictly academic, does not confine itself to the special interests of any one breed of professors, nor for that matter to any one category of the problems that face college and university administrators, but wanders all over the field of higher education, theoretical and practical alike. . . . [Aside from faculty interests], however, the *Bulletin* frequently presents discussions of educational fundamentals, and in its June issue there is an article on the objectives of higher education in America which attracted my special attention.

The article was Professor Britton's 1956 presidential address, which inspired the *Alumnus* editor to an excellent discussion of the increasing difficulty of finding teachers who can inoculate students with "active strains" of "collegiate virus" (Professor Britton's phraseology).

Responses to Bulletin Announcements

By February 28, when we last counted, 14 academic positions and 71 available teachers, announced in the Winter, 1956 *Bulletin*, had elicited, respectively, 36 and 161 replies—much better than two each.

Educational Developments

1956 Fall College Enrollment

The U. S. Office of Education reports, in *Higher Education* (January, 1957), that approximately 2,947,000 degree-credit students were enrolled in American institutions of higher education in the fall of 1956. This figure represents an increase of 10 per cent above the corresponding enrollment in 1955 and an increase of 19.9 per cent above the enrollment in the fall of 1949. Approximately 723,000 students (446,000 men and 277,000 women) were registering for the first time, a total increase of 7.1 per cent above the corresponding figure for 1955.

"The fall of 1956 marks the fifth consecutive annual rise in both total enrollment and first-time enrollment. As compared with the fall of 1951, total enrollment has risen 39.2 per cent and first-time enrollment has risen 53.2 per cent," *Higher Education* reports.

The year's percentage of change within types of institutions for first-time enrollment reveals interesting trends for men and women students: all institutions had +6.6 per cent of change for men and +7.9 for women; liberal arts colleges had +0.5 for men and +4.5 for women; teachers colleges had +4.6 for men and +3.7 for women; technological schools had +12.6 for men and +41.5 for women; theological schools had -8.2 for men and -0.8 for women; and professional schools other than the three listed here had +5.6 for men and +22.1 for women. Among junior colleges the percentage of change over 1955 for first-time enrollment was +18.1 for men and +13.9 for women.

Proposed Congressional Legislation

(a) A bill will be introduced in the Senate by Clifford P. Case (R., N. J.) to secure emergency federal aid, on a matching formula, for support of public two-year community colleges. Under the Case plan, these colleges would serve a three-fold purpose: (1) to offer the first two years of college work at low cost in order to insure several hundred thousand high school graduates an opportunity, not available to them at present, to prepare for advanced studies; (2) to provide a two-year terminal course of study in general education; and (3) to provide training in vocational and technical fields.

(b) A bill, introduced in the 84th Congress by Senator Lister Hill (D., Ala.) and 25 other Senators, will be reintroduced in the current

session; it provides for the expansion of area vocational and technical education "of less than college grade." Educational organizations are interested in securing the proper correlation of new institutions, such as would be established by the bill, with existing ones.

(c) President Eisenhower's 1958 budget message requested funds for the following assistance to higher education: (1) to increase by \$175,000,000 the amount of money available for the college housing loan program and to increase the interest rates on such loans in order to make them "more attractive to private investors"; (2) to supply the International Educational Exchange with funds sufficient to increase the number of grantees from about 6,200 for 1957 to approximately 8,600 for the fiscal year 1958; (3) to expand the services of the United States Office of Education, particularly in the Division of Higher Education and in the cooperative research program; (4) to support the full program of the President's Committee on Education Beyond the High School; (5) to increase by \$25,000,000 the grant to the National Science Foundation, so that additional graduate fellowships and basic research projects may be offered for the purpose of attracting qualified persons to careers as teachers of science and engineering; and (6) to provide \$15,000,000 in grants to schools of medicine and dentistry for construction of training facilities.

(d) Several tax proposals affecting higher education are under consideration. (1) A bill to be reintroduced by Representative Aime J. Forand (D., R. I.) provides tax relief to colleges and universities which are operated by non-profit organizations through exemption from several excise taxes. (2) A bill, opposed by educational associations, will subject scholarship and fellowship grants, all of which are now non-taxable by law, to payroll withholding, thus preventing college students from using their full grants until income tax reports are filed and refunds are made. (3) A proposal by the Treasury Department and the Joint Committee on Internal Revenue Taxation, to which educational associations are opposed in its present form, will limit the annuity contributions of tax-exempt organizations to 10% of an employee's salary. This bill is said to be intended as a check upon abuses in the operation of certain non-academic annuity plans. (4) Several bills, including S.433, introduced by Senator J. W. Fulbright (D., Ark.), seek to amend the Internal Revenue Code of 1954 so as to allow students or parents of students to take additional exemptions or to deduct certain expenses incurred in obtaining a higher education. (5) Several bills, including S.395, introduced by Senator Lister Hill (D., Ala.), make provision for the expansion of teaching and research in the education of mentally retarded children through grants to institutions of higher learning and to state educational agencies.

Federal Scholarships for College Students

Fifteen bills providing federal scholarships or loan assistance for college students were introduced in the current session of Congress before February 1. Several educational associations are conducting polls to determine the support in higher education for such a program and to obtain views on acceptable standards and procedures.

NEA Salary Study

The October, 1956 issue of the National Education Association *Research Bulletin* (Vol. XXXIV, No. 3) is devoted to a comprehensive study entitled "Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1955-56." Of the 1017 degree-granting institutions invited to participate in this study, 731 submitted detailed reports in time to be included in the tabulations. The study includes 53 informative tables and 2 charts. Data on salary practices are arranged by types of institutions, as follows: State Universities, Nonpublic Universities, Municipal Universities, Land-Grant Colleges, State Colleges, Teachers Colleges, Nonpublic Colleges (1,000 and over students), Nonpublic Colleges (500-999 students), Nonpublic Colleges (under 500 students), Public Junior Colleges, and Nonpublic Junior Colleges.

Copies of the NEA salary study may be obtained at the following prices, post paid if remittance accompanies order: single copies, 50 cents; 2 to 9 copies, 10% reduction; 10 or more copies, 20% reduction. Orders should be addressed to Director, Research Division, National Education Association, 1201 16th Street, N. W., Washington 6, D. C.

Canadian Academic Salaries

The Canadian Association of University Teachers, meeting on November 11, 1956, adopted unanimously, according to its December *Bulletin*, "a National Salary Scale of \$6,000, \$8,000, \$11,000, and \$14,000 as 'floors' for the academic ranks of lecturer, assistant professor, associate professor, and professor." These figures were arrived at, for each of the three higher ranks, by multiplying the median salary prevailing in 1938 by two factors which reflected, respectively, the increase in the consumer price index since 1938 and the productivity gains of the Canadian economy during the same period; and then adjusting for the difference between median salaries and minimum salaries. The Canadian Association, which was founded in 1951, has been active in promoting national consideration of the academic salary problem.

Academic Freedom and Tenure

STATEMENTS OF PRINCIPLES

Editor's Note: In 1915 a Committee on Academic Freedom and Academic Tenure of the American Association of University Professors formulated a statement on academic freedom and tenure, known as the 1915 Declaration of Principles, which was officially endorsed by the Association at its second Annual Meeting held in Washington, D. C., December 31, 1915 and January 1, 1916.

In 1925 the American Council on Education called a conference of representatives of a number of its constituent members, among them the American Association of University Professors, for the purpose of formulating a shorter statement. The statement formulated at this conference, known as the 1925 Conference Statement on Academic Freedom and Tenure, was endorsed by the Association of American Colleges in 1925 and by the American Association of University Professors in 1926.

In 1929 the American Association of University Professors formulated and endorsed a statement concerning academic resignations.

In 1940, following a series of joint conferences begun in 1934, representatives of the American Association of University Professors and of the Association of American Colleges agreed upon a restatement of the principles set forth in the 1925 Conference Statement. This restatement, known to the profession as the 1940 Statement of Principles on Academic Freedom and Tenure, was officially endorsed by the following organizations in the years indicated:

Association of American Colleges.....	1941
American Association of University Professors.....	1941
American Library Association (adapted for librarians).....	1946
Association of American Law Schools.....	1946
American Political Science Association.....	1947
American Association of Colleges for Teacher Education ¹	1950
Association for Higher Education, National Education Association	1950
American Philosophical Association:	
Western Division.....	1952
Eastern Division.....	1953
Southern Society for Philosophy and Psychology.....	1953

1940 Statement of Principles

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the

¹ Endorsed by predecessor, American Association of Teachers Colleges, in 1941.

interest of either the individual teacher¹ or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extramural activities, and (2) A sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Academic Freedom

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

Academic Tenure

(a) After the expiration of a probationary period teachers or investigators should have permanent or continuous tenure, and their services should be terminated only for adequate cause, except in the

¹ The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

(1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

(2) Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that his new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.

(3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

(5) Termination of a continuous appointment because of financial exigency should be demonstrably *bona fide*.

INTERPRETATIONS

At the conference of representatives of the American Association of University Professors and of the Association of American Colleges on November 7-8, 1940, the

following interpretations of the 1940 Statement of Principles on Academic Freedom and Tenure were agreed upon:

1. That its operation should not be retroactive.
2. That all tenure claims of teachers appointed prior to the endorsement should be determined in accordance with the principles set forth in the 1925 Conference Statement on Academic Freedom and Tenure.
3. If the administration of a college or university feels that a teacher has not observed the admonitions of Paragraph (c) of the section on *Academic Freedom* and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning his fitness for his position, it may proceed to file charges under Paragraph (a) (4) of the section on *Academic Tenure*. In pressing such charges the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

1925 Conference Statement¹

Academic Freedom

(a) A university or college may not place any restraint upon the teacher's freedom in investigation, unless restriction upon the amount of time devoted to it becomes necessary in order to prevent undue interference with teaching duties.

(b) A university or college may not impose any limitation upon the teacher's freedom in the exposition of his own subject in the classroom or in addresses and publications outside the college, except in so far as the necessity of adapting instruction to the needs of immature students, or, in the case of institutions of a denominational or partisan character, specific stipulations in advance, fully understood and accepted by both parties, limit the scope and character of instruction.

(c) No teacher may claim as his right the privilege of discussing in his classroom controversial topics outside his own field of study. The teacher is morally bound not to take advantage of his position by introducing into the classroom provocative discussions of irrelevant subjects not within the field of his study.

(d) A university or college should recognize that the teacher in speaking and writing outside of the institution upon subjects beyond the scope of his own field of study is entitled to precisely the same freedom and is subject to the same responsibility as attach to all other citizens. If the extramural utterances of a teacher should be such as to raise grave doubts concerning his fitness for his position, the question should in all cases be submitted to an appropriate committee of the faculty of which he is a member. It should be clearly understood that an institution assumes no responsibility for views expressed by members of its staff; and teachers should, when necessary, take pains to make it clear that they are expressing only their personal opinions.

¹ Superseded by the 1940 Statement of Principles on Academic Freedom and Tenure; reprinted for its historical value.

Academic Tenure

(a) The precise terms and expectations of every appointment should be stated in writing and be in the possession of both college and teacher.

(b) Termination of a temporary or short-term appointment should always be possible at the expiration of the term by the mere act of giving timely notice of the desire to terminate. The decision to terminate should always be taken, however, in conference with the department concerned, and might well be subject to approval by a faculty or council committee or by the faculty or council. It is desirable that the question of appointments for the ensuing year be taken up as early as possible. Notice of the decision to terminate should be given in ample time to allow the teacher an opportunity to secure a new position. The extreme limit for such notice should not be less than three months before the expiration of the academic year. The teacher who proposes to withdraw should also give notice in ample time to enable the institution to make a new appointment.

(c) It is desirable that termination of a permanent or long-term appointment for cause should regularly require action by both a faculty committee and the governing board of the college. Exceptions to this rule may be necessary in cases of gross immorality or treason, when the facts are admitted. In such cases summary dismissal would naturally ensue. In cases where other offenses are charged, and in all cases where the facts are in dispute, the accused teacher should always have the opportunity to face his accusers and to be heard in his own defense by all bodies that pass judgment upon the case. In the trial of charges of professional incompetence the testimony of scholars in the same field, either from his own or from other institutions, should always be taken. Dismissal for reasons other than immorality or treason should not ordinarily take effect in less than a year from the time the decision is reached.

(d) Termination of permanent or long-term appointments because of financial exigencies should be sought only as a last resort, after every effort has been made to meet the need in other ways and to find for the teacher other employment in the institution. Situations which make drastic retrenchment of this sort necessary should preclude expansions of the staff at other points at the same time, except in extraordinary circumstances.

Statement Concerning Resignations, 1929

Any provision in regard to notification of resignation by a college teacher will naturally depend on the conditions of tenure in the institu-

tion. If a college asserts and exercises the right to dismiss, promote, or change salary at short notice, or exercises the discretion implied by annual contracts, it must expect that members of its staff will feel under no obligations beyond the legal requirements of their contracts. If, on the other hand, the institution undertakes to comply with the tenure specifications approved by the Association of American Colleges, it would seem appropriate for the members of the staff to act in accordance with the following provision:

1. Notification of resignation by a college teacher ought, in general, to be early enough to obviate serious embarrassment to the institution, the length of time necessarily varying with the circumstances of his particular case.

2. Subject to this general principle it would seem appropriate that a professor or an associate professor should ordinarily give not less than four months' notice and an assistant professor or instructor not less than three months' notice.

3. In regard to offering appointments to men in the service of other institutions, it is believed that an informal inquiry as to whether a teacher would be willing to consider transfer under specified conditions may be made at any time and without previous consultation with his superiors, with the understanding, however, that if a definite offer follows he will not accept it without giving such notice as is indicated in the preceding provisions. He is at liberty to ask his superior officers to reduce, or waive, the notification requirements there specified, but he should be expected to conform to their decision on these points.

4. Violation of these provisions may be brought to the attention of the officers of the Association with the possibility of subsequent publication in particular cases after the facts are duly established.

ACADEMIC RETIREMENT

STATEMENT OF PRINCIPLES

Editor's Note: The Statement of Principles on Academic Retirement which follows was developed in connection with a study of Academic Retirement and Related Subjects, which was conducted by a joint Committee of the American Association of University Professors and the Association of American Colleges. This study involved a series of joint conferences of the representatives of these two Associations which began in 1943. The last of these conferences, at which the Statement of Principles was agreed upon, was held in Washington, D. C., March 6, 1950. The Report on the study, entitled "Academic Retirement and Related Subjects," was published in the Spring, 1950 issue of the *Bulletin* of the American Association of University Professors, pp. 97-117. Reprints of this Report are available upon request.

This Statement of Principles was endorsed by the Association of American Colleges in January, 1951, and by the American Association of University Professors in March, 1951.

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or administrator, or the individual institution. The policy of an institution for the retirement of faculty members and its plan for their retirement annuities should be such as to increase the effectiveness of its services as an educational institution. Specifically, this policy and plan should be such as to attract individuals of the highest abilities to educational work, to increase the morale of the faculty, to permit faculty members with singleness of purpose to devote their energies to serving their institution, and to make it possible in a socially acceptable manner to discontinue the services of members of the faculty when their usefulness is undermined by age.

The following is acceptable practice:

1. The retirement policy and annuity plan of an institution should be clearly defined and be well understood by both the faculty and the administration of the institution.
2. The institution should have a fixed and relatively late retirement age, the same for teachers and administrators. Conditions such as longevity, health of the profession, and interest rates have recently

changed in such a way as to justify older rather than younger retirement ages. Under present circumstances the desirable fixed retirement age would appear to be from sixty-seven to seventy, inclusive. Extension of the services of the teacher or administrator beyond the mandatory age of retirement should be authorized only in emergency situations. Circumstances that may seem to justify the involuntary retirement of a teacher or administrator before the fixed retirement age should in all cases be considered by a joint faculty-administration committee of the institution. This committee should preferably be a standing committee, but in the consideration of specific cases no interested person should be permitted to participate in its deliberations. (The above is not meant to indicate that the involuntary return of an administrator to teaching duties need be treated as a retirement.)

3. The institution should provide for a system of retirement annuities. Such a system should:

(a) Be financed by contributions made during the period of active service by both the individual and the institution.

(b) Be participated in by full-time faculty members who have attained a certain fixed age, not later than 30.

(c) Be planned to provide under normal circumstances for a retirement life annuity of approximately 50% of the average salary over the last 10 years of service, if retirement is at 70, and a somewhat higher percentage if the fixed retirement age is younger. (It is understood that the amount of the available joint life annuity on life of husband and wife would be somewhat less.)

(d) Insure that the full amount of the individual's and institution's contribution, with the accumulations thereon, be vested in the individual, available as a benefit in case of death while in service, and with no forfeiture in case of withdrawal or dismissal from the institution.

(e) Be such that the individual may not withdraw his equity in cash but only in the form of an annuity. (To avoid administrative expense, exception might be made for very small accumulations in an inactive account.) Except when small, death benefits to a widow should be paid in the form of an annuity. Death benefits to other beneficiaries would normally be paid in cash unless provided to the contrary by the individual faculty member.

4. When a new retirement policy or annuity plan is initiated or an old one changed, reasonable provision either by special financial arrangements or by the gradual inauguration of the new plan should be made for those adversely affected.

Censured Administrations

Investigations by the American Association of University Professors of the administrations of the several institutions listed below show that they are not observing the generally recognized principles of academic freedom and tenure, endorsed by this Association, the Association of American Colleges, the Association of American Law Schools, the American Library Association (with adaptations for librarians), the American Political Science Association, the American Association of Colleges for Teacher Education, the Association for Higher Education of the National Education Association, the Eastern and Western Divisions of the American Philosophical Association, and the Southern Society for Philosophy and Psychology.

Placing the name of an institution on this list does not mean that censure is visited either upon the whole of the institution or upon the faculty, but specifically upon its present administration. The term "administration" includes the administrative officers and the governing board of the institution. This censure does not affect the eligibility of nonmembers for membership in the Association nor does it affect the individual rights of our members at the institution in question, nor do members of the Association who accept positions on the faculty of an institution whose administration is thus censured forfeit their membership. This list is published for the sole purpose of informing our members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censured list by vote of the Association's Annual Meeting.

The censured administrations, together with the date of censuring, are listed below. Reports of investigations were published as indicated by the *Bulletin* citations.

West Chester State Teachers College (Pennsylvania) (February, 1939, <i>Bulletin</i> , pp. 44-72)	December, 1939
University of Kansas City (October, 1941, <i>Bulletin</i> , pp. 478-493)	December, 1941
Winthrop College (April, 1942, <i>Bulletin</i> , pp. 173-196)	May, 1943
University of California (Spring, 1956, <i>Bulletin</i> , pp. 64-66)	April, 1956
The Jefferson Medical College of Philadelphia (Spring, 1956, <i>Bulletin</i> , p. 75)	April, 1956
North Dakota Agricultural College (Spring, 1956, <i>Bulletin</i> , pp. 130-160)	April, 1956
The Ohio State University (Spring, 1956, <i>Bulletin</i> , pp. 81-83)	April, 1956
University of Oklahoma (Spring, 1956, <i>Bulletin</i> , pp. 69-70)	April, 1956
Rutgers University (Spring, 1956, <i>Bulletin</i> , pp. 77-78)	April, 1956
Saint Louis University (Spring, 1956, <i>Bulletin</i> , pp. 108-129)	April, 1956
Temple University (Spring, 1956, <i>Bulletin</i> , pp. 79-80)	April, 1956

Membership

Membership in the American Association of University Professors is open by nomination and election to teachers and research workers on the faculties of approved colleges and universities (those on the lists of the established regional or professional accrediting agencies, subject to modification by action of the Association), and to present or recent graduate students of those institutions.

A prospective member must fill out the appropriate nomination form, have it signed by an already Active member, and send it to the Central Office. When eligibility has been established there, the nominee's name is published in the next issue of the quarterly *Bulletin*, and barring a sustained protest from the membership, his election to membership by the Committee on Admission of Members takes place about six weeks after such publication.

The membership year in the Association is the calendar year (January 1 through December 31). The membership of nominees whose names are published in the Spring or Summer issue of the *Bulletin* becomes effective as of January 1 of the current year. The membership of nominees whose names are published in the Autumn or Winter issues of the *Bulletin* becomes effective as of January 1 of the following year unless the nominee requests that his membership become effective as of January 1 of the current year.

Classes of Membership

Membership by Nomination and Election

Active. One is eligible for Active membership if he has at least a one-year appointment to a position of at least half-time teaching and/or research, with the rank of instructor or its equivalent or higher or other acceptable evidence of faculty status, in an approved institution (one on the lists of the established regional or professional accrediting associations subject to modification by the Association). Annual dues are \$7.50.

Junior. One is eligible for Junior membership if he is, or within the past five years has been doing graduate work in an approved institution. Annual dues are \$3.00. One may not become a Junior member if he is also eligible for Active membership, and a Junior member must be transferred to Active membership as soon as he becomes eligible.

Membership by Transfer

Associate. An Active or Junior member whose academic work becomes primarily administrative must be transferred to Associate membership, a relatively inactive status. Annual dues are \$3.00.

Emeritus. Any member retiring for age from a position of teaching or research may, at his own request, be transferred to Emeritus membership, which is exempt from dues. An Emeritus member may continue to receive the *Bulletin* at the special rate of \$1.00 a year.

Continuing Membership

Once elected, a member may change his occupation or transfer to an institution not on the Association's approved list without affecting his eligibility for continuance of membership.

Suspension or Resignation

One who chooses to have his membership temporarily suspended or permanently terminated must send written notice to the Central Office of his wish. In the absence of such notice, he is carried in the membership files for one calendar year, during which he receives the *Bulletin* and incurs an obligation to pay dues.

Reinstatement

One who wishes to resume his membership after it has lapsed should not go through the processes of nomination and election again, but should write to the Central Office asking to be reinstated. The only requirement for reinstatement beyond such a request is the payment of any dues (never more than one year's assessment) owing at the time membership was terminated.

Nominations for Membership

The following 1450 nominations for Active membership and 41 nominations for Junior membership are published as provided in the Constitution of the Association. Protests of nominations may be addressed to the General Secretary of the Association, who will, in turn, transmit them for the consideration of the Committee on Admission of Members. The Council of the Association has ruled that the primary purpose of this provision for protests is to bring to the attention of the Committee on Admission of Members questions concerning the technical eligibility of nominees for membership as provided in the Constitution of the Association. To be considered, such protests must be filed with the General Secretary within thirty days after this publication.

Initial List of Nominations¹*Active*

Adelphi College, Barney Feldman, Norma Harvester, Clark Marlbor, Richard Perlman, Rita S. Rosenberg; **Agricultural, Mechanical and Normal College**, William M. Freeman, Oliver E. Jackson, Henry L. Parker; **University of Akron**, Priscilla A. Irving, Alfred H. Johnson, Ernest A. Tabler; **Alabama Polytechnic Institute**, Henry P. Hotz, Joyce Lawler, Dorothy Jane Wellborn; **Alabama State College**, William Gibson; **University of Alabama**, James M. Boyles, Emanuel Cheraskin, Robert A. Ford, James H. Gary, Florence A. Hixson, William L. McCracken, Thomas F. Paine, Jr.; **Albright College**, Margaret Haight, Albert Schwartz; **Alfred University**, Savo D. Jevremovic, Nelson Liberman; **Allegheny College**, Lewis W. Pyle; **Alliance College**, Benjamin S. Benjaminov; **American International College**, Edward L. Davis; **American University**, Ernest F. Dibble, Chester B. Earle, Francis W. Gathof, Jr., Simon Naidel, Grace S. Quinn, Genevieve Simha, Charles W. Van Way, Jr.; **American University of Beirut**, Curtis Watson; **Antioch College**, Leland C. Clark, Jr.; **Appalachian State Teachers College**, Joseph R. Ellis; **Arizona State College (Flagstaff)**, Audrey D. Barkman, Ellery L. Gibson, Robert L. Hammond; **Arizona State College (Tempe)**, Thomas W. Barrett, Clyde A. Crowley, Joseph W. Dorton, Guilford A. Dudley, Michael W. Fabian, George R. Herman, Helen E. Nebeker, Eugene A. Wheat, Alice R. Wickens, Sidney W. Wilcox; **University of Arizona**, Melvin H. Schonhorst; **Arkansas Agricultural and Mechanical College**, Jeff R. Davis, Frank L. Harmon, Gladdis E. Loehr, Forrest H. Pollard; **Arkansas Polytechnic College**, Guy W. Ashford, John A. Ashworth, Jr., Charles W. C. Aulsbury, Loren W. Bartlett, Chester O. Bishop, George R. Cash, Samuel C. Chen, Carleton E. Curran, Isham W. Dillana, Erma Sue Doss, Vincent R. Faulds, Theodore R. Garrison, Lavern M. Hamand, Claude A. Hughes, Eugene L. Jones, Herman L. Long, David McAllister, Lottie B. McCracken, Lillian Massie, Pierre K. Merrill, Charles G. Morehead, John F. Moyer, Bobby Gene Mullen, Maurice Nielsen, Claud E. Padgett, Jr., Oren R. Rankin, Robert G. Reaves, Charles E. Reed, Jr., Evangeline Roberts, John E. Rollow, Mark M. Serrem, Richard F. Shelton, Mort E. Smith, Adali S. Turner, Weldon H. Walker, Roy R. Weedin, Gene Witherspoon; **Arkansas State College**, Mary E. Beck, Bernard J. Gorrow; **University of Arkansas**, William L. Evans, Travis Manning, Leo J. Paulissen, Samuel E. Trotter, Ngeu F. Tsang, King Ching Wu; **Army Language School**, Angel Georgieff; **Ashland College**, Robert J. Dils; **Athens College**, George M. Speed; **Atlantic Union College**, Werner M. Maurer; **Augustana College (South Dakota)**, Clifford J. Olson.

Baker University, Jackson J. Austin, Robert C. Clark, Alfred R. Service; **Bakersfield College**, Lowell P. Dabbs, Phyllis S. Justice, Shirley G. Myers; **Baldwin-Wallace College**, Earl K. Brown, Edward L. Hammon, Gustav Must, Michael Rowland, Alvin W. Skardon; **Ball State Teachers College**, Marion B. Grady, Robert E. Hill, Jr., Robert H. Holtzman, Robert W. Kyle, Russell E. Siverly, Robert Tyler; **Bates College**, Richard M. Briggs, Richard G. Chandler, Peter P. Jonitis, Charles E. Reeder; **Baylor University**, Patricia Naylor, Sara F. Plett, George D. Worley, Jr.; **Beloit College**, Douglas G. Creighton, Jane Ann Schoonmaker; **Berea College**, Robert Menefee; **Bethany College (West Virginia)**, Robert C. Yarbrough; **Blackburn College**, Walter L. Bethel, Joseph C. Dana, George R. Hood, Wilson O. Neubauer; **Boise Junior College**, Helen R.

¹ See Supplementary List, pp. 133-34.

Johnson, Fletcher Pearce; **Bowling Green State University**, Edgar F. Daniels, Morris Golden; **Brooklyn College**, Rose Clavering, Donald S. Dushkind, Sol H. Furth, Claire Sacks, Morton I. Seiden; **University of Buffalo**, Meyer M. Auerbach, Robert S. Harnack, Robert R. Henry, Henry Lee Smith, Jr., Richard S. Weckstein; **Butler University**, Francis E. Elliott.

California Institute of Technology, David M. Raup, Winston W. Royce; **California State Polytechnic College**, John F. Lamiman; **University of California (Los Angeles)**, Franklin L. Ashley, Claire E. Bartholomew, Leland R. Brown, Y. C. Chu, Michael J. D'Asaro, Vincent J. Donahue, Evelyn J. Fisher, Arthur B. Friedman, Sheila M. Garrett, Maurice Gerow, Leo R. Graham, Hugh J. Gray, William N. Hanafee, Ella O. Hutchins, Richard D. Johnston, Charles Katzman, Cornelius T. Leondes, Donald A. Leton, Gretchen G. Martin, Mildred E. Mathias, David M. Prescott, Joel J. Pressman, Jeanne C. Quint, Robert W. Rand, Bertram H. Raven, Feri F. Roth, Gerhart R. Sommer, Ralph R. Sonnenschein, Frank F. Tallman, Benjamin E. Thomas, Sylvesta M. Wassum, Terence H. Wilbur, Waldo M. Winger; **Canisius College**, Aaron Herschfeld; **Carbon College**, David R. Cox; **Carnegie Institute of Technology**, Thomas L. Hilton; **Carroll College (Wisconsin)**, Charles D. Spears; **Carthage College**, Lawrence H. Hufendick; **Case Institute of Technology**, John Dettman; **Catholic University of America**, Gabriel D. Boehler, Sister Charles Marie Frank, George N. Kowkabany, Arthur Lustberg, Paul H. Meijer, Charles F. Pulvari, Parfeny P. Saworotnow, Walter J. Schmitz, Katherine G. Stefic; **Central College (Missouri)**, William S. Nakaso; **University of Chattanooga**, Frederick C. Mortensen; **University of Chicago**, Albert Rees; **University of Cincinnati**, Leonard H. Larsen; **City College (New York)**, Alfred Iacuzzi; **Colby Junior College for Women**, Stanley E. Wenmark; **Colgate University**, Warren M. Campbell, Robert M. Linsley, John A. Marcum, Robert D. Myers, Robert Slocum; **Colorado Agricultural and Mechanical College**, Gerald C. Helmstadter; **Colorado College**, Douglas W. Freed; **Columbia University**, Victor Paschkis, Howard Schless, Horace Taylor; **Concordia Teachers College (Illinois)**, Herbert H. Gross; **Connecticut College**, Robin W. Winks; **Teachers College of Connecticut**, Mildred K. Barrows, Philip B. Blakesly, William M. Moore, Margaret B. Paskavitch; **University of Connecticut**, Victor Christopherson, Rosemary Conzemins, Norman Davis, Frank Dolyak, William C. Purdy, John T. Stock; **Cooper Union**, Charles E. Baxley, Herman Horn; **Cornell College**, Anne L. Kish; **Cornell University**, Robert E. Bechhofer, Isadore Blumen, Alice H. Cook, Frank H. Golay, John Hsu, C. DelMar Kearl, Olaf F. Larson, Thomas R. Nielsen, Donald E. Ordway, Harlan B. Perrins, Eugene F. Rice, Jr., Ora K. Singleton, Phyllis R. Snow, Kathryn E. Walker.

Davidson College, John C. Bailey, Jr., Robert B. Jackson, Jr., Caroline T. MacBrayer, S. Brooks McLane, Jr., William N. Mebane, Jr., Jerome W. Nilssen; **Davis and Elkins College**, V. Robert Heisey; **University of Delaware**, Julio Acuna, Carroll Edgar, Robert L. Pigford, Leslie P. Williams; **Delta State College**, Joel T. Howell, Ralph E. Mitchell; **DePaul University**, James J. Diamond, Paul Stassevitch, Agnes C. Vukonich; **DePauw University**, Angela Bacheller; **University of Detroit**, James R. Barclay; **Dillard University**, Walter F. Bock; **Doane College**, Minnie M. Harms, Herbert R. Loring; **Drew University**, Robert G. Smith.

East Carolina College, Charles T. Laughner; **East Los Angeles Junior College**, Mollye Z. Harris, Hyman Weintraub; **Elmira College**, Martha Bowers, Harriet C. Rawle, Gertrude Spremulli; **Emory University**, Leslie J. Dixon, Grant E.

Kaiser, Leon Mandell, Ralph H. Tash, Louis J. Zahn; **Evansville College**, David T. Baird, Mildred Boeke, Norman M. Heim, Florence Keve, Philip Kinsey, Robert M. Rapp, Richard Robinson, Corian R. Stambaugh, Ralph Waterman.

Fairfield University, Guy R. Barbano, Robert E. Bolger, Daniel S. Buczek, Salvatore A. Carrano, Carmen F. Donnarumma, Thomas J. Fitzpatrick, Kenneth M. Kunsch, Chester J. Stuart; **Fisk University**, Scott Buchanan, Charles W. Daves, Svetozar D. Teodorovic, David K. Wetherbee; **Flint Junior College**, George A. Buck, Robert I. Helm, Dolores A. Keyser, Rollie A. McVannel, Maurice G. Moore, Jean M. Quarve, Marvin G. Roof, Helen H. Webb, Anna Yambrick; **Florida Agricultural and Mechanical University**, Wendolyn Y. Bell, Herbert H. Bridwell, William E. H. Howard, Tomi Plummer, Matthew T. Waters; **Florida State University**, Kathryn M. Bearss, N. E. LaSeur; **University of Florida**, Muriel Dahlgard, Winifred L. Dusenbury, Mildred M. Griffith, Jacqueline L. Hodgson, William M. Stone, Jr., Chi-Wu Wang, Philip K. Yonge; **Fresno State College**, George S. Leavitt, Frank V. Powell, Jean J. Smith; **Furman University**, Claude W. Hicks.

George Pepperdine College, Helene C. Adcock; **Georgia Institute of Technology**, A. J. Kainen, Robert S. Lorch, Jeanne C. Magill, Richard P. Moll, James D. Young; **Georgia State College of Business Administration**, Paul G. Blount, Farnam T. Crawford, James P. Rogers; **University of Georgia**, Mary M. Burns, Mary J. Tingle; **Goucher College**, Sherodd R. Albritton, George A. Foote, Elliott W. Galkin, Dickens W. Warfield; **Gulf Park College**, Ruth A. Rape.

Hampton Institute, Joan S. Bodein, Rosalind M. Eagleson; **Harvard University**, George H. Nadel; **Hastings College**, Darel D. McFerren; **University of Hawaii**, Mitsuo Aoki, Carolyn R. Balsbaugh, Olga B. Froje, Margaret C. Gillespie, Betty Hikiji, Francis J. Howard, Margaret A. Inouye, William Lavy, Millard C. Mundy, Henry Y. Nakasone, Norman D. Rian, Barbara B. Smith, Oma Umbel, Lee E. Winters, Jr.; **Hebrew Teachers College**, Eisig Silberschlag; **Henry Ford Community College**, Margaret A. Dempster, Lawrence C. Porter; **Highland Park Junior College**, Forrest R. Campbell, Kenneth H. Erdody, Marion E. Grusky, William R. Harris, J. Bryce Lockwood, Mary Jane McFerren, Cyril A. Miles, Alfred A. Moran, James B. Schooley, Charles E. Schutz, Harold M. Simon, Jr.; **Hillsdale College**, Harold F. Brown, Wray T. Lundquist, Earle H. Munn, Leo H. Phillips, Rosamond J. Stewart; **Hobart and William Smith Colleges**, Irving O. Bentson, Ellen E. Murphy; **Hofstra College**, Hyman A. Enzer, Harry Siller, Fred Warren; **Hood College**, Dona D. Ditty, Peter Flanders, Ruth E. Griffith, Francis G. Hugo, Dorothy F. Minarik; **Hunter College**, Norman Remson; **Huston-Tillotson College**, James L. McNealy.

The College of Idaho, Alvin Allen, Edward R. Allen, Frances E. A. Bailey, Ralph W. Berringer, George C. Dawson, F. William Howton, Brian K. Klitz, Shirley C. Kroeger; **North Idaho Junior College**, John A. McFarland; **Idaho State College**, Raymond C. Miles; **University of Idaho**, Allen W. Betts, John H. Doherty, Joseph W. Hummel, Maryann E. McKie, Elane B. Sue Matz, Philip E. Peterson; **Iliff School of Theology**, Harvey H. Potthoff, Charles W. Stewart, H. Gordon Van Sickle, Oliver R. Whitley; **Illinois Institute of Technology**, Alfred Caldwell, William D. Diemer, Max Epstein, Robert W. Estin, Walter Jaunzemis, Bennie J. Pearson, Pasquale Porcelli, Haim Reingold, L. N. Tao; **Eastern Illinois State College**, James Hefter; **Northern Illinois State College**, Romae Cormier, Jim Hart, Isidore Hauser, James G. Powell; **Western Illinois State College**, James G. Ashbaugh, Victor Hicken, Yale S. Sedman, Robert

W. Shelton; **Illinois State Normal University**, Janet W. Bohnhorst, Milton L. Forbes, Harold L. Nieburg, Andreas A. Paloumpis, John E. Trotter; **Southern Illinois University**, Gordon O. Allen, N. Lynn Barber, Ruth E. Bauner; **University of Illinois**, Thomas S. Cutshaw, Albert E. Drake, Irwin C. Gunsalus, Albert S. Kaplan, Edward Krolick, Kenneth Lansing; **University of Illinois (College of Medicine)**, Stephen B. Binkley, Harris Busch, Henry Jeffay, Clive Mohammed, Adrian Ostfeld, Max E. Rafelson, Alexander Remenchik; **University of Illinois (Navy Pier)**, Charles Bouc, Shafeek Farag, Algis Pabarcus, J. Warren Perry, Carole Stearns; **Indiana University**, Roy Battenhouse, Robert M. Cameron, Ralph R. Cummings, Murray Grodner, William W. Oliver, Alo Raun, Charles H. Taylor, Jr.; **Iowa State College**, Winona N. Brooks; **Iowa State Teachers College**, Alfred C. Barnes, Jr., David R. Bluhm, Nellie D. Hampton, Darrell G. Jones, Gordon J. Rhum, Harland E. Samson, Nathan, M. Talbott, Jan B. Tulasiewicz, Emily J. Yeager; **State University of Iowa**, Duane C. Priestersbach; **Iowa Wesleyan College**, Martha B. Boyes, Robert G. Davis, Lentz C. DeVol, Jean C. Gatch, Venola Rhodes, Albert G. Wynne; **Ithaca College**, Robert Earle.

Jamestown Community College, John E. Seubert, Jarda S. Taska; **Johns Hopkins University**, Francis D. Carlson, Paul L. Chessin, Burton M. Pogell.

University of Kansas City, William M. Ryan; **Kansas State College**, I. C. Hisatsune, Max Milner; **Kansas State Teachers College (Pittsburg)**, Henry L. Bagley, Aldon M. Bebb, Elsie Broome, Charles S. Burgess, Elton W. Cline, Perva M. Hughes, John C. Johnson, Jr., Millard M. Laing, James L. Pauley, John Reed, Edward W. Robinson, Ray Vanderburg, Richard C. Welty; **University of Kansas**, Jerry Keltch, James Noffsinger, Willard Strode, G. Bonar Sutherland, Maurice L. Wilks; **Kent State University**, Robert H. Archer, Gerrit Daams, Eugene C. Drozdowski, Vincent Gallicchio, Sydney V. James, Melvin G. Scarlett, Richard A. Sleeman, David F. Unumb; **Kentucky State College**, Olivia E. Bailey, Harry B. Baker, Charles E. Briggs, James B. Brown, William L. Dixon, George Edwards, Helen C. Exum, William Exum, Winona L. Fletcher, Anna J. Fox, Henry A. Green, Hoyt H. Harper, Emilie S. High, Essie R. Hume, Richard L. James, Herbert E. Olivera, James R. O'Rourke, Alexis J. Richards, William F. Shauntee, Herman S. Stovall, Archie L. Surratt, Alberta M. Temple, Aldred Van Irvin, Robert D. Williams, Charlotte E. Wilson, Raytha L. Yakley; **Eastern Kentucky State College**, John Cooper, Alex G. McIlvaine, Willis M. Parkhurst; **University of Kentucky**, John C. Ball, Marie R. Barkley, Jesse J. Dukeminier, Emma Lou Lecky; **Keuka College**, Jane Bennett, Virginia L. Johnston, William P. Thompson.

Lafayette College, James R. Beerbower; **Lake Forest College**, Robert J. Barndt; **Lawrence College**, Philip D. Walker, George B. Walter; **Lewis and Clark College**, Philip S. Bashor, David R. Cheney; **Lincoln University (Missouri)**, Clara W. Adams, David N. Baker; **Lindenwood College**, Sophie P. Alston, J. Walter Grundhauser; **Lon Morris College**, Frank R. Harland; **Long Island University**, Oscar H. Ciner, James S. Kennedy, Ray C. Longtin, Harold Nierenberg, Ollie G. Ritchie, Martin Tucker; **Longwood College**, Josephine L. Bailey, Morris H. Bettenger, Rebecca L. Brockenbrough, Nell H. Griffin, James M. Helms, Olive T. Iler, Edgar M. Johnson, James K. McCombs, Thomas A. McCorkle, Robert E. Merritt, Charles H. Patterson, Jr., Ruth S. Taliaferro, Eleanor N. Weddle; **Los Angeles State College**, Francis E. Diaz, Jenniellen W. Ferguson; **Southwestern Louisiana Institute**, Ruth T. Ballard; **Northwestern State College of Louisiana**, James M. Cherry, Jr., Coley Newman, John R. Rogers, William A. Tornwall, L. Edna West; **Louisiana State University**, Frank

Baldanza, Ruth M. Baldwin, Mary J. Collier, Earl N. Lewis, Clyde E. Noble, Leon M. Schur; **University of Louisville**, Gerald A. Cole, Dario A. Covi; **Loyola College**, George L. Farre; **Lynchburg College**, Dorothy A. Small.

University of Maine, George J. Burak, Alfred G. Pellegrino, Alan R. Plotnick, Robert M. St. Clair, Richard S. Sprague, Claude Westfall; **Maryland State Teachers College (Towson)**, George C. Coleman, Zenith H. Velie; **University of Maryland (Maryland State College)**, Barbara U. Berry, William H. Clelland, Brooks Giles, Jr., Sylvanus H. Hart, M. Boyd Jones, Mildred W. Stuart, Charles Stubblefield, Nathaniel A. Tyler; **Massachusetts Institute of Technology**, Louis N. Howard; **Massachusetts State Teachers College (Boston)**, Theresa M. Corcoran, Sylvette Giorgio, Mary I. Kelly, Nicholas J. Lembo, Mary E. Lynch, Francis W. McCarthy, Eleanor Powers; **Massachusetts State Teachers College (Bridgewater)**, Marjorie E. Hayward, Rita K. Nadel, Doris E. Tebbetts; **Mercy College**, Margaret G. Price, Caroline E. Schuetzinger; **Meredith College**, Douglas W. Reynolds; **Miami University**, John H. Eicher, Richard Evans, Jules V. Harcourt, Charles J. Ramage, Willis E. Sibley; **University of Miami**, Gene S. Cranch, Wilhelmina F. Dunning, Gilbert J. Farley, M. Eugene Flipse, Albert E. Harum, Walter E. Hicks, Arthur G. Hills, Gloria M. Hogue, Victor S. Karabas, Richard H. Lee, Ramon M. Lemos, Irvin Lesser, Robert S. Litwak, Emmet F. Low, Jr., Karl S. Pond, William L. Rivers, Fredric T. Schlamp, Carlos M. Vilar-Alvarez, Carl D. Williams, Thomas Wills, Stephen C. Wright; **Central Michigan College**, LaVerne L. Curry, Keith M. Decker, William Jakad, Bernard N. Meltzer; **Eastern Michigan College**, William H. Bos, Penelope L. Bullock, John T. Hefley, Eleanor S. Hope; **Western Michigan College**, David W. Adams; **Michigan State University**, Marcelle A. Abell, Edward Cantino, Don W. Hayne, John R. Shaver, Max S. Smith, Donald J. deZeeuw; **University of Michigan**, John W. Baldwin, Marvin J. Eisenberg, Frederick H. Epstein, Irving B. Fritz, Oleg Grabar, Edward B. Ham, John Mersereau, Jr., James G. Wendel; **Middlebury College**, Rene R. Beauchesne, John H. Clagett, Margaret W. Fayer, Chandler A. Potter, James Wilson; **Milwaukee-Downer College**, William Harrison Boyer; **Minnesota State Teachers College (Moorhead)**, Lawrence Marinaccio; **University of Minnesota**, Reynold P. Dahl, Richard H. Lyon, Allan H. McCoid, Michael I. Sovern; **East Mississippi Junior College**, Annie E. Anderson, Edna E. Harbour, Mary B. Williams; **Mississippi Southern College**, Harris N. Crohn; **Mississippi State College**, Franklin B. Holder, Jr., William W. White; **Mississippi State College for Women**, Tom G. Hawkins, Mary C. Regan; **Central Missouri State College**, Rayburn L. Pierce, Velma L. Taylor; **Southwest Missouri State College**, Harold L. Royer; **Eastern Montana College of Education**, George F. Boyer, Charles F. Gruenert, Alfred W. Humphreys, Aaron P. Small; **Montana State University**, Richard E. Shannon; **Morehead State College**, Nell Sue Cheatham, Anne L. Hale, Margaret B. Heaslip; **Mount Holyoke College**, Curtis G. Smith; **Mt. Saint Scholastica College**, Stephen J. Szemler; **Mt. San Antonio College**, Charles E. Buie, Vernon Cannon, Ira H. Holland, Del Hungerford, Thomas C. Hunt, Alma M. Marx, Richard D. Moody, Leroy Spore; **Muhlenberg College**, J. Gysbert Bouma, Walter H. Brackin; **Muskingum College**, William D. Bigart, J. Bruce Brackenridge, William L. McClelland, Thomas Polson.

National College of Education, Winnie M. Crawford, Avis P. Moore; **University of Nebraska**, Harold Abel, Alan P. Bates, Dale W. Broeder, Franklin Fenenga, James H. Fisher, Mary L. Forney, Hazel M. Fox, Edward I. Fry, William N. Gilliland, Donald G. Hanway, Dorothy Hazel, Gordon Henley, Alvin B. Hoerlein, Henry F. Holtzclaw, Jr., Harold L. Hutcheson, Oscar Mandel,

Victor J. Miller, Edgar A. Pearlstein, Walter Sadlick, Thompson M. Stout, Edward N. Vozbut, John L. Weihing, Kenneth T. S. Yao; **University of Nevada**, Mary H. Sellers; **University of New Hampshire**, Charles H. Leighton, Nedd Willard; **New Jersey State Teachers College (Paterson)**, Ellen C. Hayes; **New Jersey State Teachers College (Trenton)**, Adelbert K. Botts, Dorothy W. Ferguson, Charles W. Harp, Feist Elisabeth Hirsch, Marshall J. Laforet, Walter J. Macak, Charles B. Packard, Arthur L. Parks, Fred T. Pregger, E. Clare Schooler, Frances Tiffany, Leon B. Wolcott; **New Mexico Highlands University**, Henry L. Manheim, Armond H. Seidler, Floyd W. Snyder; **New Mexico Institute of Mining and Technology**, Richard C. Sill; **Eastern New Mexico University**, Howard R. Patterson; **University of New Mexico**, Thomas O. MacAdoo, Richard K. Moore, Mitchell L. Voydat, James L. Whitlow.

State University of New York—College for Teachers at Albany, Marguerite J. Clarkson, Joan M. Sivinski; **Teachers College at Fredonia**, Elizabeth B. Carey; **Teachers College at Geneseo**, Rose M. Bachem; **Teachers College at Oneonta**, Howard D. Austin, Roberta B. Barrett, Paul H. Imbrock, Doris Lake, Ronald Penkoff.

Newberry College, Jack S. Crim, Thomas J. Eskridge, Milton W. Moore; **Agricultural and Technical College of North Carolina**, Jean M. Bright, Newell Ham, Malcolm W. Johnson, Jr.; **North Carolina State College**, Charles J. Nusbbaum; **Women's College of the University of North Carolina**, Barbara W. Brandon, Jordan E. Kurland, Rosamund Putzel; **North Dakota State Teachers College (Mayville)**, Merwyn A. Green; **North Dakota State Teachers College (Minot)**, Violet L. Lubnow, Elaine O'Brien, Raymond H. Shelver; **North Dakota State Teachers College (Valley City)**, Donald R. Whitnah; **University of North Dakota**, James A. Collier, Alan C. Filley, Harold S. Huff, Clinton R. Meek, Dorothy M. Wendt, Milton E. Winger; **Northeastern University**, Sidney Herman, Morris A. Horowitz, Sumner M. Rosen; **Northern State Teachers College**, Wendell C. Kumlly; **Northwestern State College (Oklahoma)**, Milton W. Lehr; **Northwestern University**, Virgil L. Koenig, Claude Mathis, Howard E. Zimmerman; **University of Notre Dame**, Eugene J. Leahy, William J. Price, Robert C. Taliaferro.

Oberlin College, Ellen H. Johnson; **Occidental College**, Geoffrey Crofts, John H. Thomas; **Ohio State University**, Howard S. Babb, Robert S. Goyer, Hazel M. Johnson, Miles W. Martin, Warren L. Smith, Morris Weitz; **Ohio Wesleyan University**, C. Francis Alter, Gerald Kroeger, Joseph Wetmore; **University of Oklahoma**, Ernst Friedlander, Norman R. Jackman, George A. Summent; **Municipal University of Omaha**, Stewart Briggs, Lawrence Butler, Aldrich Paul, Roderick B. Peck, Mary C. Taylor; **Oregon College of Education**, William J. Bruce, M. Ross Charles, Jr., Alan R. Robb, Joan Lee Scott, Walter E. Snyder, Elsie J. Tucker; **Eastern Oregon College of Education**, Mary V. Butler, Kittie May Crockett, Howard L. Wilson; **Southern Oregon College of Education**, Dorothy E. Masters; **University of Oregon**, Dwight W. Berreman, Catherine Conner, Robert G. Cunningham, C. Peggy Gazette, Heinz J. Graalfs, John M. Gustafson, Norman J. Johnston, W. Scott Nobles, Waldemar Olson, Lynn S. Rodney, David C. Shaw, Sidney D. White.

College of the Pacific, Emma M. Baumgardner, S. R. Beckler, Donald S. Bibbero, James H. Egbert, Richard B. Elliott, W. Vincent Evans, Rollin C. Fox, Elda M. Newton, Martha E. Stone; **Pan American College**, Helen Blackburn, Winnefred E. Bradway, Carl W. Bretzloff, Clara Buitenbos, Joseph B. Corns, John L. Dawson, J. Lell Elliott, William B. Floyd, Yvonne Foree, Eugene P. Lillard, Harry G. Meng, Karl B. Nielsen, Charles C. Otken, Ruth M. Owings,

Harold E. Pendleton, Phyllis Phillips, Marshall L. Powell, Emilia S. Ramirez, Lazern O. Sorensen, Joseph S. Tallant, Louis S. deVries, Carl Wright; **Pasadena College**, C. Edwin Harwood; **Pennsylvania State Teachers College (Indiana)**, Clyde C. Gelbach; **Pennsylvania State Teachers College (Kutztown)**, Max H. Slick; **Pennsylvania State Teachers College (Lock Haven)**, Paul Bernstein, Anna F. Garth, Mary O. Grein, Marian E. Hirst, Mary Alice Smith, Frances L. Wood; **Pennsylvania State Teachers College (Millersville)**, George H. Dithow, Alex Henderson, Jr., George A. Katchmer, Esther M. Kilheffer, Raymond Kuhl, Ronald E. Sykes, Joseph E. Walker; **Pennsylvania State University**, Stuart H. Chamberlain, June M. Collins, Liberata Emmerich, William T. Nearn, Elizabeth C. Westcott; **University of Pennsylvania**, Eugenio Chang-Rodriguez, Samuel N. Kramar; **Phoenix College**, John D. Bullard, Leona Clarke; **University of Pittsburgh**, Herman Cember, C. Mauritz Lindvall, Anna Moson, Gerald P. Rodnan; **Portland State College**, Raymond M. Grimm, Anthony Netboy; **University of Puerto Rico**, Carlos Albizu-Miranda; **College of Puget Sound**, Robert G. Albertson, Marilyn Fakler, Sarah C. Hall, Charles H. Lindamood, Rex A. Stevens; **Purdue University**, Walther L. Hahn, Imanuel Marx, Norbert Muller, Henry S. C. Sharp, Robert F. Williams.

Queens College (New York), Charles Dahlberg, Raymond D. Gasper, Norma Schneiderman.

Randolph-Macon Woman's College, Joy R. Dulaney, James M. Gilbert, Walter F. Harris, Pilar A. Sanjuan, Shirley Strickland; **Regis College**, Mary P. Hamilton; **University of Rhode Island**, John F. Chironna, Robert J. Conover, Clifford J. Cosgrove, Patricia J. Sailor, Donald E. Smith, John A. Van Eerde, David D. Warren; **Rice Institute**, William H. Nelson; **Rider College**, Harrison D. Leidy, Catharine B. Perdunn, Russell E. Rozea, Guy W. Stroh, William L. Stuck, A. Cyrus Warner, Chester F. Zakreski; **Ripon College**, Alton L. Becker, William R. Brandt, Donald G. Dunlap, Mary J. Ollmann, Leonard Vaughan, Robert Young, Jr.; **University of Rochester**, Roger W. Allen, Harry J. Benda, Eugene S. Boyd, George W. Casarett, Charles Dawson, Vera M. Dean, David L. Dexter, Albert B. F. Duncan, Isaac Feldman, Frances L. Haven, William B. Hawkins, Louis H. Hempelmann, Hewitt Kenyon, Frank W. Lovejoy, Jr., Earle B. Mahoney, William B. Mason, Oscar E. Minor, Donald A. Morken, Paul E. Morrow, John Romano, Jorgen U. Schlegel, Harry L. Segal, Charles D. Sherman, Jr., Thomas R. C. Sisson, Taft Y. Toribara, Robert H. Wilson, Paul N. Yu; **Roosevelt University**, Franklin N. Karmatz, Harvey N. Ringel; **Russell Sage College**, Martha J. Soltow; **Rutgers University**, Elihu Abrahams, Charles T. Baker, Morgan C. Barrett, Leon H. Bunyan, Eleanor C. Delaney, Charles E. Erickson, Doris L. Evans, Richard F. Gabriel, Rosalie B. Green, Frank M. Gryna, Jr., Pauline E. Holbert, Allan J. Kaprow, Ernestine Kritsch, David N. Milstein, Charles F. Moritz, John Nosco, Lenora H. Pugh, Seymour Resnick, Allen B. Robbins, Melvin Schwartz, Dorothy A. Shields, Harold T. Smyth, W. Brewster Snow, Jack Undank, William H. Wallace, Robert N. Wiener.

Sacramento State College, Joan Block, Clyde Enroth, Adin D. Henderson, Donald Houghton, Robert B. Pearsall; **St. Anselm's College**, Armand A. Bibeau, Vincent J. Capowski, Edward J. Comiskey, Jr., Austin L. Conley, Daniel F. De Nauw, Joseph C. Ezyk, Roger W. Lawrence, John A. Lynch, Joseph B. MacDonald, Charles F. McGinnis, James J. Reilly, Placidus H. Riley, Philip J. Shacklette, Barbara J. Stahl, Roy H. Upham, Paul J. Vyrros; **St. Bonaventure University**, Illa Jasincuk, Walter J. Peterson; **St. Mary's College of California**, Joseph H. Sevente; **St. Olaf College**, Edwin A. Gass, Maurice

L. Howard, James R. Klonoski, Kenneth A. Snyder, Adolph P. White; **San Diego Junior College**, Frederick R. Gentles; **San Diego State College**, Paul H. Ezell, Leonard H. Frey, Peter C. Gega, Patrick J. Groff, Henry A. Walch, Jr.; **City College of San Francisco**, Alfred J. Tapson; **San Francisco State College**, Frank D. Dollard, Lowell Kindschi, James Perlman, William M. Usdane; **San Jose State College**, Reginald W. Shepherd; **Santa Monica City College**, Harold Nelson; **Santa Rosa Junior College**, Milo S. Baker, Alfred R. Butz; **Sarah Lawrence College**, Mary Friedman, Irving Goldman, Carla Pekelis; **Shasta College**, Ruth M. Antonio, Warren H. Bailey, Paul N. Chiles, Gary E. Cooper, Eric Edholm, Demitra Georgas, Oscar M. Matson, Paul C. Moorhead, Lois M. Newman, W. Douglas Patterson, Aaron H. Shotten, Philip A. Stubblefield, Kenneth A. Tinkler; **Skidmore College**, Elizabeth A. Krohne; **Smith College**, Nina G. Garscian; **South Carolina State College**, William H. Owens, Jr.; **University of South Dakota**, Harry Dykstra; **Southern Methodist University**, Paul Vellucci, Philip A. Williams; **Southern State College**, Kenneth Barnes, Thomas Blossom, Leslie Burris, John J. Chapman; **Spelman College**, Rowena H. Baker; **Spring Hill College**, Ella D. Morris; **Stanford University**, Alan R. Beals, Charles N. Fifer, Luell W. Guthrie, Matt S. Kahn, John David P. LaPlante, Miriam D. Lidster, June K. McFee, Richard H. Morgan, Goran Ohlin, Menahem Schiffer, Carlton E. Schwerdt, George J. Sullwold, Jr., Richard L. Trapp; **Stetson University**, Faye L. Kelly; **Syracuse University**, George A. Agogino, Thomas S. Argyris, Richard Arnowitz, Joseph S. Berliner, Max R. Bloom, Iris M. Carnell, Robert B. Davis, Eugene E. Drucker, Harry Gruenberg, Arnold Honig, Sakari T. Jutila, Donald Kennedy, Adnah G. Kostenbauder, Elaine Krabacher, Eloy L. Placer, Alain Verley.

University of Tampa, Eleanor Ebsary; **Temple University**, Edwin J. Eames, Herbert L. Kleinfeld; **University of Tennessee**, Guy A. Bockmon, Sidney Brooks, William E. Brown, Benjamin C. Butcher, Jerome F. Eastham, Eldon D. Smith, James T. Tanner, John M. Woodward; **Agricultural and Mechanical College of Texas**, Robert L. Whiting, Norris P. Wood; **North Texas State College**, Paul W. Brosman, Jr., Myrtle C. Brown, Anna H. Heyer, James L. Latham, Sarah L. Kennerly, William C. Millhizer, Frank W. Ryan, Jr.; **West Texas State College**, William D. Compton, Lowell H. Harrison; **Texas State College for Women**, Joan E. Curlee; **East Texas State Teachers College**, Lewis V. Lieb; **Southwest Texas State Teachers College**, Emmie Craddock; **Trinity College (Connecticut)**, Juan Estarellas; **Tufts University**, Kent Geiger; **Tulane University of Louisiana**, Ruth E. Biggers, John D. Krafchuk, Mary E. Lewis, Gert Otto Sabidussi, Jack Wickstrom, Robert G. Yeager.

Union College and University, Thomas L. Finch, George H. Reed; **Upsala College**, Donald B. Walker, Frederick W. Wieboldt; **University of Utah**, Zella D. Allred, Howard A. Bellows, Anthon S. Cannon, Alvin L. Gittins, Phelon J. Malouf, James R. Simmons, Anthony Simone, Dasil A. Smith, Georgia W. Snyder, Alexander L. Srbich, Obert C. Tanner.

University of Vermont, Earl L. Arnold, Leon R. Lezer, Jack Trevithick; **Virginia Polytechnic Institute**, William E. Chappell, Leonard J. Currie, Darwin E. Norby, Douglas F. Watson; **Virginia State College**, Overton R. Johnson, Hulon L. Willis; **Virginia State College (Norfolk)**, Hazle E. Blakeney, Everette L. Duke, Joseph G. Echols, James D. Gill, Thelma M. Hayes, Geraldine A. Rogers, Lillian E. Shepard, Lucille V. Young; **University of Virginia**, William F. Battig, Francis J. Brooke, III, Mac S. Hammond, Walter Leo Heilbronner, Donald W. Kupke, Walter C. McLean, Aurelian E. Roughton, Paul N.

Schatz, Edgar F. Shannon, Jr., Maurice K. Townsend; **University of Virginia** (Mary Washington College), John T. Faults.

Wabash College, Warren W. Shearer; **Wagner Lutheran College**, Arthur Hirsch, Eli E. Kapostins, Clyde F. Lytle; **Wake Forest College**, Dan Otto Via, Jr.; **Washburn University of Topeka**, Samuel Bertsche, Dorothy Bishop, Harold L. Blostein, Jerry Cloyd, Hugh McCausland, Joan Renner, Ira D. Rothberg; **Central Washington College of Education**, Ted B. Bowen; **State College of Washington**, Wilmer L. Bohlmann, Frederick H. Brengelman, Charles O. Cole, John J. Hebal, James E. Ruoff, Norman A. Scotch, Philip S. Spoerry; **University of Washington**, Paul Pascal; **Wayne State University**, Edward A. Bantel, Glenn H. Blayney, Jay McCormick; **Wellesley College**, Elizabeth Davidson, I. Blanche DePuy, David R. Ferry, Phyllis J. Fleming, Patricia Hochschild, Gabriel Jackson, Herberta M. Lundegren, M. Ruth Michael, M. Lucetta Mowry, Patrick F. Quinn, Elizabeth R. Simons, Leila A. Sussmann, Kathryn C. Turner, Claire Zimmerman; **Wells College**, Lucille D. Swaim; **West Liberty State College**, Jack C. Lamb; **Western Reserve University**, Joel T. Campbell, James R. Johnson, Margaret C. Lefevre, Harold A. McNitt, John Matsushima, William G. Riordan, James D. Robenstine, Berol L. Robinson, Jack Rosen, Arthur G. Steinberg, Ruth M. Werner; **Westminster College (Utah)**, Joseph C. Salvatore; **Wheelock College**, Charlotte C. Brown, S. Earle Richards; **Wilkes College**, Chung-tai Lu, Robert E. Werner; **College of William and Mary**, Bryant Harrell, Thelma M. Miller; **Willimantic State Teachers College**, Leopold E. Klopfer, William J. Lacey; **Wilmington College (Ohio)**, Philip L. Bayless, John H. Martin; **Winthrop College**, John R. C. James, Mae W. Locke, William I. Long, Jacob Mandell, William Nichols, Dudley C. Sturgis, Frank B. Tutwiler; **Wisconsin State College (Eau Claire)**, Walter B. May, Walter T. Shea; **Wisconsin State College (Superior)**, William G. Rector; **Wisconsin State College (Whitewater)**, Margaret Baird, Gerald Bisbey, Richard Delorit, Hugo Hartig, Harold M. Hodges, Jr., Carl J. Vanderlin, Jr.; **University of Wisconsin**, Gladys L. Cavanagh, Michael J. Dunn, III, Harlow W. Halvorson, Bryant E. Kearl, Harold W. Lewis, Edmund S. Przybylski, Herbert M. Sewell; **University of Wisconsin—Milwaukee**, Elmer Frederic Ahlmann, R. Paul Anderson, Elizabeth Anhalt, Patrick M. Boarman, Eunice R. Bonow, Robert J. Briskey, Cleon C. Caldwell, Frank J. Campenni, LeRoy W. Daniels, Emma Diekroeger, Donald C. Emerson, Mary S. Farquhar, Mildred B. Freeman, Stella R. Gervasio, Anita M. Hankwitz, Ethel J. Horton, Anthony V. Ingrelli, Arnold P. Jones, John P. Jones, Fred H. Kaufmann, Carl J. Kleyenstueber, Ethel W. Kunkle, Elizabeth Lee, Lois L. Lilly, Clinton Luckett, O. Patricia Mahon, Genevieve T. Meyer, Verna L. Newsome, Robert G. Pitman, Newtol Press, Oral M. Robbins, Mary Virginia Rodigan, Doris M. Roob, T. Alton Rouse, Noel E. Rousey, Cora C. Scanlon, Donald A. Schwartz, Alice H. Streng, Alvin L. Throne, Frieda A. Voigt, Ruth D. Wilson, Donald A. Woods; **College of Wooster**, John R. Carruth; **University of Wyoming**, Brainerd Mears, Jr., Lyle Miller.

Yakima Valley Junior College, Kurt P. Weingarten; **Youngstown University**, Jon M. Naberezny.

Junior

Alabama Polytechnic Institute, Waldo W. Keister; **American University**, Riza Kandiller; **University of California (Los Angeles)**, Roger C. Owen, Gerhard F. Paskusz; **Catholic University of America**, Joan A. Blewitt, Kathryn A. Farrell, Michael P. McHugh; **Cornell University**, Thomas J. Spinner, Jr.;

Fairfield University, Robert F. Pitt; Franklin and Marshall College, Albert King; Georgia Institute of Technology, James A. Strickland; University of Hawaii, Henryson Botelho, Fred F. Hertlein, III; Southern Illinois University, Jean Marie Danielson; Indiana University, Bruce K. Bowersox; Kansas State Teachers College (Pittsburg), Ray A. Boyer; Kent State University, Paul K. Howells; Michigan State University, Ralph P. Collins, Frank Golley, James R. Hooker; University of New Mexico, Helen S. Carlson, Rodney B. Yarberry; Northwestern State College of Louisiana, Russell Donnelly; University of North Dakota, William E. Stiles; Occidental College, Mina T. Rowley; University of Oklahoma, Stanley A. Self; Municipal University of Omaha, John E. Horner; North Texas State College, James B. Crow; Tulane University of Louisiana, Julian F. Jurgens, II; University of Utah, Clarence D. Withrow; Virginia State College (Norfolk), Etta M. Mitchell; Wayne State University, John Lakich; Not in Accredited Institutional Connection, Raymond A. Wood (Ph.D., University of Notre Dame), Middletown, New York.

Supplementary List of Nominations

The preceding list contains 1330 nominations for Active membership and 35 nominations for Junior membership. The following 120 nominations for Active membership and 6 nominations for Junior membership were received too late for inclusion in the preceding list. The combined lists total 1450 and 41 as previously stated.

Active

University of Alabama, J. Garland Wood, Jr.; Albright College, Consuelo R. Jordan; American International College, Kathryn I. Gordon; American University, Virginia E. Hawke, John J. McAuliffe; Arizona State College (Tempe), Jack Z. Elias, John D. Ratliff, Bertram Zaslow.

Bard College, Jules Cohn; Berea College, Gerald G. Edmundson; Polytechnic Institute of Brooklyn, Mischa Schwartz; Butler University, John T. Siegwart.

Canisius College, William L. Reilly; Centenary College of Louisiana, Elizabeth Hughes; Chapman College, James C. Miller; University of Chicago, Loren J. Chapman; Columbia University, E. Michael Bluestone, William A. Corpe, Franz J. Kallmann, Garrett Mattingly, Elliott P. Schuman, James P. Shenton, Nathaniel H. Siegel, Donald M. Street; Teachers College of Connecticut, Roberta C. Adzima.

Florida Agricultural and Mechanical University, Robert A. Daniel, Louis O. Harper; Florida State University, James R. Fisher; Fresno State College, Leonard H. Bathurst, Jr.

Highland Park Junior College, Ray E. Brainerd, John R. Dimitry, Maloye R. Holmes, Richard J. McCaughey, Lois K. Nochman, Clare P. Pocklington; Hillsdale College, Harry G. Fitch.

Illinois Institute of Technology, Kenneth P. Milbradt; University of Illinois, Joseph A. Barkson, Wayne M. Bever, G. Robert Grice, Emmett E. Okmiston, Richard H. Pantell.

Kansas State Teachers College (Pittsburg), Elbert W. Crandall, Vivian Nemecek, Joe R. Sample; University of Kentucky, Annie R. Brownlie, Howard Eckel.

Lincoln University (Pennsylvania), William R. Cole, Benjamin Schwartz.

Marquette University, Ralph L. Dix; Miami University, Reita J. Marks;

Central Michigan College, Harold E. Telfer; University of Michigan (Flint College), Marion Ross; Eastern Montana College of Education, Charles L. Blenkner; Mount Holyoke College, Sarah S. Montgomery; Muskingum College, Russell Hutchison.

University of New Mexico, Roger Y. Anderson, Bernarr Cooper, Eileen R. Dedea, Donald W. Dubois, Dorothy G. Pederson, Florence M. Schroeder, Thurlow R. Wilson, Oswald Wyler.

State University of New York—Teachers College at Fredonia, Robert W. Boenig.

Agricultural and Technical College of North Carolina, Alfonso E. Gore, Ruth M. Gore; University of Notre Dame, Jerome Taylor.

Occidental College, Alvin M. Hudson, John C. Walker; University of Oregon, George A. Zorn.

Pan American College, Harry Lund; University of Pennsylvania, Robert R. Marshak, Paul J. Mishkin, Jean S. Straub; Phoenix College, Walter P. Adkins, Mildred Bulpitt, Charles M. Evans, Juanita L. Jamison, Violet M. Jennings, Josephine L. Lawrence, Albert O. Qualley, Donald K. Sunde; Pratt Institute, Rice Estes; Purdue University, Robert C. Nichols.

University of Rhode Island, Howard K. Ammerman, Robert C. Aukerman.

South Dakota State College, Raymond A. Moore; Stanford University, Robert Hamilton Alway, William P. Creger, Frederic L. Eldridge, Jerome T. Fishgold, Waldron R. Gardiner, Frank Gerbode, Houghton Gifford, Glen B. Haydon, George S. Johnson, Henry S. Kaplan, Donald E. King, Steven E. Ross, Jay W. Smith; Syracuse University, Leonard S. Braam, Fred A. Demarest, Jr., Frank E. Funk.

Middle Tennessee State College, Ethel P. Trice; West Texas State College, Roger D. Whealy; Transylvania College, Mitchell Clarke; Tulane University of Louisiana, Kenneth N. Vines.

Wagner Lutheran College, Jack E. Marley; Westminster College (Pennsylvania), Norman R. Adams, Roger T. Wolcott; College of William and Mary (Richmond Professional Institute), Wade O. Stalnaker; University of Wisconsin, Emily K. Brown; University of Wisconsin—Milwaukee, Vincent Mabe Allison, Gerald T. Gleason, Edward D. Holst, Thomas W. Walton, Elizabeth F. Wheeler, Rhoda E. Zuker; Wittenburg College, Margret Kommel.

Junior

Columbia University, Herbert H. Spencer; Kent State University, Glenn W. Jacobsen; University of New Mexico, Laura D. Calvert, Thomas A. Erhard; Western Reserve University, Jay B. Cohn. Not in Accredited Institutional Connection, Clarence J. Fields (Ed.D., New York University) Baltimore, Md.

Elections to Membership

The Committee on Admission of Members announces the election to membership in the Association of 610 Active and 12 Junior Members. These include those nominations published in the Winter 1956 *Bulletin*.

Transfers from Junior to Active

University of Illinois, Mil Lieberthal; Lake Forest College, Ann L. Hentz; Massachusetts Institute of Technology, James D. Koerner; University of Pittsburgh, Donald Tritschler; University of Virginia (Mary Washington College), H. Lynn Womack; Wisconsin State College (River Falls), Richard K. Darr.

INSTITUTIONAL DISTRIBUTION AND CHAPTER OFFICERS¹

- Abilene Christian College**, Abilene, Texas. Active 1.
- Adams State College**, Alamosa, Colo. Chapter Officers: Norma L. Peterson, *Pres*; Glennys Rugg, *Sec.* Active 18; Emeritus 1.
- Adelphi College**, Garden City, N. Y. Chapter Officers: Robert Ernst, *Pres*; Harry Brenowitz, *Sec.* Active 53; Junior 1; Emeritus 1.
- Agnes Scott College**, Decatur, Ga. Active 7; Emeritus 1.
- Agricultural Mechanical and Normal College**, Pine Bluff, Ark. Chapter Officers: Auguste D. Bellegarde, *Pres*; Edneil E. Fuller, *Sec.* Active 11.
- Air Force Institute of Technology**, Wright Field, Dayton, Ohio. Active 12.
- Akron, University of**, Akron, Ohio. Chapter Officers: Robert E. Thackaberry, *Pres*; Clara G. Roe, *Sec.* Active 68; Emeritus 4; Associate 3.
- Alabama Agricultural and Mechanical College**, Normal, Ala. Active 9.
- Alabama College**, Montevallo, Ala. Chapter Officers: Anne L. Eastman, *Pres*; Andrew J. Kochman, Jr. *Sec.* Active 25; Emeritus 2; Associate 1.
- Alabama Polytechnic Institute**, Auburn, Ala. Chapter Officers: William R. Myles, *Pres*; Martha Walton, *Sec.* Active 83; Emeritus 1; Associate 2.
- Alabama State College**, Montgomery, Ala. Active 11.
- Alabama State Teachers College**, Florence, Ala. Active 7.
- Alabama State Teachers College**, Jacksonville, Ala. Chapter Officer: Lucille Branscomb, *Sec.* Active 5.
- Alabama State Teachers College**, Livingston, Ala. Associate 1.
- Alabama State Teachers College**, Troy, Ala. Active 2.
- Alabama, University of**, University, Ala. Chapter Officers: John Luskin, *Pres*; Joseph A. Bennett, *Sec.* Active 224; Emeritus 1; Junior 2; Associate 11.
- Alaska, University of**, College, Alaska. Chapter Officers: Alfred M. Bork, *Pres*; Verne E. Roberts, *Sec.* Active 36; Associate 1.
- Albany State College**, Albany, Ga. Active 6.
- Alberta, University of**, Edmonton, Alberta. Active 2.
- Albion College**, Albion, Mich. Chapter Officers: Coy H. James, *Pres*; Dorothy Simrall, *Sec.* Active 27; Emeritus 3; Associate 1.
- Albright College**, Reading, Pa. Chapter Officers: John B. Douds, *Pres*; Elizabeth H. Burkey, *Sec.* Active 13.
- Alfred University**, Alfred, N. Y. Chapter Officers: Theodore E. Klitzke, *Pres*; Samuel Scholes, Jr., *Sec.* Active 28; Emeritus 2; Associate 1.
- Allegheny College**, Meadville, Pa. Chapter Officers: Carl F. Heesch, *Pres*; Agnes E. Painter, *Sec.* Active 51; Emeritus 4; Associate 1.
- Allen University**, Columbia, S. C. Active 4.
- Alma College**, Alma, Mich. Active 11.
- Alverno College**, Milwaukee, Wis. Active 1.
- Amarillo College**, Amarillo, Tex. Active 2.
- American International College**, Springfield, Mass. Chapter Officers: Harold E. Bowie, *Pres*; Kathryn Haganir, *Sec.* Active 25; Emeritus 1.
- American University**, Washington, D. C. Chapter Officers: John H. Smith, *Pres*; Daniel L. Spencer, *Sec.* Active 61; Emeritus 4; Junior 2; Associate 2.
- American University of Beirut**, Beirut, Lebanon. Active 5.
- Amherst College**, Amherst, Mass. Chapter Officers: Ernest A. Johnson, Jr., *Pres*; Dudley H. Towne, *Sec.* Active 54; Emeritus 5; Associate 1.
- Anderson College and Theological Seminary**, Anderson, Ind. Active 8.
- Antioch College**, Yellow Springs, Ohio. Chapter Officers: Herman Schnurer, *Pres*; Gustave Rabson, *Sec.* Active 20; Emeritus 1; Associate 1.
- Appalachian State Teachers College**, Boone, N. C. Chapter Officers: Wiley F. Smith, *Pres*; Helen Burch, *Sec.* Active 25.
- Arizona State College**, Flagstaff, Ariz. Chapter Officers: Jack Swartz, *Pres*; Ida B. McGill, *Sec.* Active 27.
- Arizona State College**, Tempe, Ariz. Chapter Officers: Louis Taylor, *Pres*; Hugh Hanson, *Sec.* Active 86; Emeritus 4; Associate 2.
- Arizona, University of**, Tucson, Ariz. Chapter Officers: Arthur R. Kemmerer, *Pres*; Althea S. Mattingly, *Sec.* Active 160; Emeritus 2; Associate 1.
- Arkansas Agricultural and Mechanical College**, College Heights, Ark. Chapter Officers: J. D. Moore, *Pres*; George S. Reuter, Jr., *Sec.* Active 11.
- Arkansas Polytechnic College**, Russellville, Ark. Chapter Officers: Maurice Nielsen, *Pres*; Lillian Massie, *Sec.* Active 3.
- Arkansas State College**, State College, Ark. Chapter Officers: Melvin R. Sims, *Pres*; Jean Condray, *Sec.* Active 24.

¹ Concerning members in unaccredited institutions or without institutional connections, see statistics and explanatory note on page 76.

- Arkansas, University of**, Fayetteville, Ark. Chapter Officers: Newton H. Barnette, *Pres*; Catherine McHugh, *Sec.* Active 88; Emeritus 2; Associate 4.
- Arkansas, University of (Medical Center)**, Little Rock, Ark. Chapter Officers: Horace N. Marvin, *Pres*; Roscoe A. Dykman, *Sec.* Active 14.
- Armstrong College of Savannah**, Savannah, Ga. Active 1.
- Army Language School**, Monterey, Calif. Chapter Officers: Leon Vasu, *Pres*; Hans W. Munzer, *Sec.* Active 54.
- Art Institute of Chicago**, School of the, Chicago, Ill. Chapter Officers: Briggs Dyer, *Pres*; Leah Bolsham, *Sec.* Active 37.
- Ashland College**, Ashland, Ohio. Active 4; Emeritus 1.
- Athens College**, Athens, Ala. Chapter Officers: Lillian L. Gray, *Pres*; Edwin C. Paustian, *Sec.* Active 11.
- Atlanta University**, Atlanta, Ga. Active 4.
- Augusta, Junior College of**, Augusta, Ga. Active 1.
- Augustana College**, Rock Island, Ill. Chapter Officers: Lucien White, *Pres*; Dorothy J. Parkander, *Sec.* Active 34; Emeritus 1.
- Augustana College**, Sioux Falls, S. Dak. Active 9.
- Austin College**, Sherman, Texas. Active 1.
- Babson Institute of Business Administration**, Babson Park, Mass. Active 1.
- Baker University**, Baldwin, Kans. Active 3.
- Bakersfield College**, Bakersfield, Calif. Active 10.
- Baldwin-Wallace College**, Berea, Ohio. Chapter Officers: John A. Wilson, *Pres*; Evelyn A. Gott, *Sec.* Active 65; Emeritus 3; Associate 3.
- Ball State Teachers College**, Muncie, Ind. Chapter Officers: Phyllis Nelson, *Pres*; Georgina Hicks, *Sec.* Active 118; Emeritus 7.
- Barat College**, Lake Forest, Ill. Active 4.
- Bard College**, Annandale-on-Hudson, N. Y. Chapter Officer: Dorothy D. Bourne, *Pres.* Active 22.
- Bates College**, Lewiston, Maine. Chapter Officers: John K. McCreary, *Pres*; Roy P. Fairfield, *Sec.* Active 15; Emeritus 1; Associate 1.
- Baylor University**, Waco, Texas. Chapter Officers: Herbert D. Schwetman, *Pres*; Edna P. Caskey, *Sec.* Active 67; Emeritus 1; Associate 1.
- Beaver College**, Jenkintown, Pa. Active 5.
- Belmont College**, Nashville, Tenn. Active 3.
- Belmont Abbey College**, Belmont, N. C. Active 1.
- Beloit College**, Beloit, Wis. Chapter Officers: Lester B. McAllister, Jr., *Pres*; David M. Stocking, *Sec.* Active 33; Emeritus 3; Associate 4.
- Benedict College**, Columbia, S. C. Active 2.
- Bennett Junior College**, Millbrook, N. Y. Active 1.
- Bennington College**, Bennington, Vt. Active 10; Associate 1.
- Berea College**, Berea, Ky. Chapter Officers: D. B. Robertson, *Pres*; Ervilla A. Masters, *Sec.* Active 39; Emeritus 5; Associate 1.
- Bethany College**, Lindsborg, Kans. Active 2.
- Bethany College**, Bethany, W. Va. Active 9; Associate 1.
- Bethel College**, North Newton, Kans. Active 1.
- Bethel College**, McKenzie, Tenn. Active 1.
- Bethune-Cookman College**, Daytona Beach, Fla. Active 1.
- Birmingham-Southern College**, Birmingham, Ala. Active 2.
- Bishop College**, Marshall, Texas. Active 1.
- Blackburn College**, Carlinville, Ill. Chapter Officers: William E. Werner, Jr., *Pres*; Marion W. Plotnik, *Sec.* Active 18; Associate 2.
- Blue Mountain College**, Blue Mountain, Miss. Active 1; Emeritus 1.
- Bluefield College**, Bluefield, Va. Active 1.
- Bluefield State College**, Bluefield, W. Va. Chapter Officer: James E. Andrews, *Pres.* Active 5.
- Boise Junior College**, Boise, Idaho. Chapter Officers: Clisby T. Edlefsen, *Pres*; Harry K. Fritchman, II., *Sec.* Active 28; Emeritus 1.
- Boston College**, Chestnut Hill, Mass. Chapter Officer: P. Albert Duhamel, *Pres.* Active 26.
- Boston University**, Boston, Mass. Chapter Officer: Walter L. Holcomb, *Pres.* Active 157; Emeritus 7; Associate 2.
- Bowdoin College**, Brunswick, Maine. Chapter Officers: Jeffrey J. Carre, *Pres*; William B. Whiteside, *Sec.* Active 34; Emeritus 2.
- Bowling Green State University**, Bowling Green, Ohio. Chapter Officers: Donald S. Longworth, *Pres*; Robert J. Keefe, *Sec.* Active 101; Emeritus 5; Junior 1; Associate 3.
- Bradley University**, Peoria, Ill. Chapter Officers: Ross Brown, *Pres*; June Snow, *Sec.* Active 34; Emeritus 1; Associate 1.
- Brandeis University**, Waltham, Mass. Chapter Officer: Robert A. Manners, *Pres.* Active 40; Junior 4.
- Brenau College**, Gainesville, Ga. Active 2.
- Briarcliff Junior College**, Briarcliff Manor, N. Y. Active 3.
- Bridgeport, University of**, Bridgeport, Conn. Chapter Officers: Francis E. Dolan, *Pres*; Kenneth A. Chandler, *Sec.* Active 38.
- Brigham Young University**, Provo, Utah. Active 11.
- British Columbia, University of**, Vancouver, B. C. Active 24.
- Brooklyn College**, Brooklyn, N. Y. Chapter Officers: Ruth Mohl, *Pres*; Harold D. Jones, *Sec.* Active 201; Emeritus 8; Junior 1; Associate 2.
- Brooklyn, Polytechnic Institute of**, Brooklyn, N. Y. Chapter Officers: Ronald M. Foster, *Pres*; Frederick M. Beringer, *Sec.* Active 35; Emeritus 1; Junior 2.
- Brown University**, Providence, R. I. Chapter Officer: William F. Church, *Pres.* Active 46; Emeritus 7; Junior 1; Associate 1.
- Bryn Mawr College**, Bryn Mawr, Pa. Chapter Officers: Eugene V. Schneider, *Pres*; Mabel Lang, *Sec.* Active 41; Emeritus 1; Junior 2; Associate 1.

- Bucknell University**, Lewisburg, Pa. Chapter Officers: Harold E. Cook, *Pres*; Anthony A. Krzywicki, *Sec.* Active 47; Emeritus 2; Associate 1.
- Buena Vista College**, Storm Lake, Iowa. Active 2.
- Buffalo, University of**, Buffalo, N. Y. Chapter Officers: Katherine F. Thorn, *Pres*; Thomas E. Connolly, *Sec.* Active 117; Emeritus 2; Junior 5; Associate 3.
- Butler University**, Indianapolis, Ind. Chapter Officers: George M. Waller, *Pres*; J. William Hepler, *Sec.* Active 44; Emeritus 2; Associate 3.
- California College of Arts and Crafts**, Oakland, Calif. Active 11.
- California Institute of Technology**, Pasadena, Calif. Chapter Officers: Ian Campbell, *Pres*; Milton S. Plessat, *Sec.* Active 81; Emeritus 6; Associate 1.
- California State Polytechnic College**, San Luis Obispo, Calif. Active 11.
- California, University of**, Berkeley, Calif. Chapter Officers: Philip F. Griffin, *Pres*; Howard K. Schachman, *Sec.* Active 207; Emeritus 23; Junior 5; Associate 1.
- California, University of**, Davis, Calif. Active 20; Associate 1.
- California, University of**, Los Angeles, Calif. Chapter Officers: William Matthews, *Pres*; Donald Kalish, *Sec.* Active 201; Emeritus 11; Junior 3; Associate 4.
- California, University of**, Riverside, Calif. Active 11.
- California, University of**, San Francisco, Calif. Active 6.
- California, University of (Santa Barbara College)**, Goleta, Calif. Active 34; Emeritus 4.
- Calvin College**, Grand Rapids, Mich. Active 1.
- Canal Zone Junior College**, Balboa Heights, Canal Zone. Active 4.
- Canisius College**, Buffalo, N. Y. Chapter Officers: Rupert J. Ederer, *Pres*; William F. Kean, *Sec.* Active 22.
- Capital University**, Columbus, Ohio. Chapter Officers: W. O. Doescher, *Pres*; Edward C. Fendt, *Sec.* Active 5.
- Carbon College**, Price, Utah. Associate 1.
- Carleton College**, Northfield, Minn. Active 12; Emeritus 1.
- Carnegie Institute of Technology**, Pittsburgh, Pa. Chapter Officers: Edwin P. Hollander, *Pres*; Thomas T. Helde, *Sec.* Active 57; Emeritus 9; Associate 5.
- Carroll College**, Waukesha, Wis. Chapter Officers: Gordon R. Folsom, *Pres*; Harold Glander, *Sec.* Active 26; Emeritus 1.
- Carson-Newman College**, Jefferson City, Tenn. Active 15.
- Carthage College**, Carthage, Ill. Chapter Officers: Samuel E. Brick, *Pres*; James Mauseth, *Sec.* Active 19; Emeritus 1.
- Case Institute of Technology**, Cleveland, Ohio. Chapter Officers: Ray E. Bolz, *Pres*; Henry J. White, *Sec.* Active 65; Emeritus 3.
- Catawba College**, Salisbury, N. C. Active 6; Emeritus 2.
- Catholic University of America**, Washington, D. C. Chapter Officers: John A. O'Brien, Jr., *Pres*; Margherita Morreale, *Sec.* Active 98; Emeritus 2; Junior 2.
- Catholic University of Puerto Rico**, Santa Maria, Ponce, Puerto Rico. Active 1.
- Cedar Crest College**, Allentown, Pa. Chapter Officers: Leah A. Strong, *Pres*; Clayton H. Chapman, *Sec.* Active 13; Associate 1.
- Centenary College for Women**, Hackettstown, N. J. Active 1.
- Centenary College of Louisiana**, Shreveport, La. Chapter Officers: Woodrow W. Pate, *Pres*; John R. Willingham, *Sec.* Active 22.
- Central College**, Pella, Iowa. Chapter Officers: James W. Graham, *Pres*; Donald T. Butler, *Sec.* Active 23.
- Central College**, Fayette, Mo. Chapter Officers: Floyd F. Helton, *Pres*; Paul B. Modlish, *Sec.* Active 11.
- Central State College**, Wilberforce, Ohio. Chapter Officer: Lewis A. Jackson, *Pres.* Active 32; Emeritus 1; Associate 2.
- Central State College**, Edmond, Okla. Active 7; Junior 1.
- Centralia Junior College**, Centralia, Wash. Active 1.
- Centre College of Kentucky**, Danville, Ky. Chapter Officer: Donald E. Bartlett, *Pres.* Active 9; Associate 2.
- Chapman College**, Orange, Calif. Chapter Officer: Bert C. Williams, *Pres.* Active 9.
- Charleston, College of**, Charleston, S. C. Active 1.
- Chatham College**, Pittsburgh, Pa. Chapter Officers: Henry G. Bugbee, *Pres*; Natalie Barish, *Sec.* Active 28; Associate 1.
- Chattanooga, University of**, Chattanooga, Tenn. Chapter Officers: Edwin S. Lindsey, *Pres*; Norbert Koch, *Sec.* Active 23; Emeritus 1.
- Chicago City Junior College (Crane Branch)**, Chicago, Ill. Active 1.
- Chicago City Junior College (Wilson Branch)**, Chicago, Ill. Chapter Officers: Thomas Creswell, *Pres*; Earl W. Davidson, *Sec.* Active 35.
- Chicago City Junior College (Wright Branch)**, Chicago, Ill. Chapter Officers: Kostis T. Argoe, *Pres*; Peter R. Senn, *Sec.* Active 15.
- Chicago College of Osteopathy**, Chicago, Ill. Active 1.
- Chicago Medical School**, Chicago, Ill. Active 3; Emeritus 1; Associate 1.
- Chicago Teachers College**, Chicago, Ill. Active 30.
- Chicago, University of**, Chicago, Ill. Chapter Officers: C. Herman Pritchett, *Pres*; George L. Playe, *Sec.* Active 164; Emeritus 28; Junior 2; Associate 1.
- Chico State College**, Chico, Calif. Chapter Officer: Harold C. Armstrong, *Pres.* Active 18; Associate 1.
- Cincinnati, University of**, Cincinnati, Ohio. Chapter Officers: Fred A. Dewey, *Pres*; Ruth Highbarger, *Sec.* Active 193; Emeritus 12; Junior 1; Associate 3.
- Citadel, The**, Charleston, S. C. Active 7.
- Citrus Junior College**, Azusa, Calif. Active 1.
- City College of the City of New York**, New York, N. Y. Chapter Officers: Mark W.

- Zemansky, *Pres*; Aaron Noland, *Sec.* Active 202; Emeritus 13; Junior 2; Associate 4.
- City College of the City of New York** (Baruch School of Business), New York, N. Y. Active 9.
- Claremont Colleges**, Claremont, Calif. (Claremont Graduate School, Active 4; Claremont Men's College, Active 6; Associate 1; Pomona College, Active 18; Emeritus 4; Associate 2; Scripps College, Active 11; Emeritus 1). Chapter Officers: J. E. Caster, *Pres*; Robert B. Palmer, *Sec.*
- Clark College**, Atlanta, Ga. Active 1.
- Clark College**, Vancouver, Wash. Active 4.
- Clark University**, Worcester, Mass. Chapter Officers: Gordon T. Gwinn, *Pres*; George E. Hargest, *Sec.* Active 29; Emeritus 2; Associate 2.
- Clarkson College of Technology**, Potsdam, N. Y. Active 5.
- Clemson Agricultural College**, Clemson, S. C. Chapter Officers: George E. Bair, *Pres*; Roy Wood, *Sec.* Active 34; Associate 1.
- Coalinga College**, Coalinga, Calif. Active 1.
- Coe College**, Cedar Rapids, Iowa. Chapter Officers: Karl E. Goellner, *Pres*; Vernon E. Lichtenstein, *Sec.* Active 25; Emeritus 2.
- Coker College**, Hartsville, S. C. Active 6; Emeritus 1; Associate 2.
- Colby College**, Waterville, Maine. Chapter Officers: Allan C. Scott, *Pres*; Robert M. Benbow, *Sec.* Active 31; Emeritus 1; Associate 2.
- Colby Junior College for Women**, New London, N. H. Active 4.
- Colgate University**, Hamilton, N. Y. Chapter Officers: Marvin Wachman, *Pres*; Huntington Terrell, *Sec.* Active 71; Emeritus 3; Junior 4; Associate 1.
- Colgate-Rochester Divinity School**, Rochester, N. Y. Active 1.
- College Conservatory of Music**, Cincinnati, Ohio. Active 1; Associate 1.
- Colorado Agricultural and Mechanical College**, Fort Collins, Colo. Chapter Officers: M. Leslie Madison, *Pres*; Catherine R. Clark, *Sec.* Active 38; Emeritus 3; Associate 1.
- Colorado College**, Colorado Springs, Colo. Chapter Officers: Van B. Shaw, *Pres*; Ray O. Werner, *Sec.* Active 55; Emeritus 1; Junior 1; Associate 1.
- Colorado College**, Colorado Springs, Colo. Chapter Officer: Leonard W. Hartkemeier, *Pres.* Active 7; Emeritus 1.
- Colorado State College of Education**, Greeley, Colo. Chapter Officers: Harald P. Christensen, *Pres*; Alberta E. Reitze, *Sec.* Active 20; Junior 1.
- Colorado University of Boulder**, Colo. Chapter Officers: Karl K. Hulley, *Pres*; Dorothy D. Anderson, *Sec.* Active 91; Emeritus 5; Junior 1; Associate 2.
- Colorado Western State College of Gunnison**, Colo. Chapter Officers: Robert McCulloch, *Pres*; Hannah E. Praxl, *Sec.* Active 11; Emeritus 3; Associate 1.
- Colorado Woman's College**, Denver, Colo. Active 4.
- Columbia College**, Columbia, S. C. Active 7.
- Columbia University**, New York, N. Y. Chapter Officers: Harold Barger, *Pres*; Seymour Melman, *Sec.* Active 225; Emeritus 30; Junior 1; Associate 6.
- Compton District Junior College**, Compton, Calif. Active 8.
- Concord College**, Athens, W. Va. Chapter Officers: Harry Finkelman, *Pres*; Milton S. Cushman, *Sec.* Active 13; Emeritus 1.
- Concordia College**, Moorhead, Minn. Active 2.
- Concordia Teachers College**, River Forest, Ill. Active 2.
- Connecticut College**, New London, Conn. Chapter Officers: Robert E. L. Strider, II., *Pres*; Mackie L. Jarrell, *Sec.* Active 65; Emeritus 5; Associate 2.
- Connecticut Teachers College of New Britain**, Conn. Chapter Officers: Jesse B. Johnson, *Pres*; Reginald L. Swann, *Sec.* Active 28; Associate 1.
- Connecticut University of Storrs**, Conn. Chapter Officers: G. Lowell Field, *Pres*; Harold G. Halcrow, *Sec.* Active 141; Emeritus 4; Junior 2; Associate 5.
- Connecticut University of (Hartford Branch)**, Hartford, Conn. Chapter Officers: J. Benjamin Beyrer, *Pres*; Patience B. Klopp, *Sec.* Active 16.
- Contra Costa Junior College**, East, Concord, Calif. Active 2.
- Contra Costa Junior College**, West, Richmond, Calif. Active 2.
- Converse College**, Spartanburg, S. C. Active 2.
- Cooper Union**, New York, N. Y. Chapter Officers: Milton Alpern, *Pres*; Robert W. Cumberland, *Sec.* Active 49.
- Cornell College**, Mount Vernon, Iowa. Chapter Officers: J. Harold Ennis, *Pres*; Geneva Meers, *Sec.* Active 38; Emeritus 2.
- Cornell University**, Ithaca, N. Y. Chapter Officers: Clive M. McCay, *Pres*; Herbert Newhall, *Sec.* Active 234; Emeritus 30; Junior 6; Associate 6.
- Cotter College**, Nevada, Mo. Active 2; Associate 1.
- Creighton University**, Omaha, Nebr. Active 9.
- Culver-Stockton College**, Canton, Mo. Chapter Officers: Lacey Lee Leftwich, *Pres*; Ada W. Roberts, *Sec.* Active 8.
- Dakota Wesleyan University**, Mitchell, S. Dak. Active 3; Emeritus 1.
- Dalhousie University**, Halifax, Nova Scotia. Active 2.
- Danbury State Teachers College**, Danbury, Conn. Active 4.
- Dartmouth College**, Hanover, N. H. Chapter Officers: Almon B. Ives, *Pres*; Fred Berthold, Jr., *Sec.* Active 110; Emeritus 13; Junior 2; Associate 2.
- David Lipscomb College**, Nashville, Tenn. Active 2.
- Davidson College**, Davidson, N. C. Chapter Officers: George B. Watta, *Pres*; Charles E. Ratliff, Jr., *Sec.* Active 30; Emeritus 1.
- Davis and Elkins College**, Elkins, W. Va. Chapter Officers: S. Benton Talbot, *Pres*; Knox Wilson, *Sec.* Active 7.
- Dayton University of Dayton**, Ohio. Active 8.

- Delaware, University of, Newark, Del. Chapter Officers: D. Kenneth Steers, *Pres*; Chester W. Hitz, *Sec.* Active 72; Emeritus 5.
- Del Mar College, Corpus Christi, Texas. Active 2.
- Delta State College, Cleveland, Miss. Chapter Officer: Rodney M. Baine, *Pres.* Active 16.
- Denison University, Granville, Ohio. Chapter Officers: Irving E. Mitchell, *Pres*; Lionel G. Crocker, *Sec.* Active 59; Emeritus 6; Associate 2.
- Denver, University of, Denver, Colo. Chapter Officer: Otto F. Freitag, *Pres.* Active 55; Emeritus 3; Junior 3; Associate 1.
- DePaul University, Chicago, Ill. Chapter Officer: Kenneth K. Henning, *Pres.* Active 69; Emeritus 1; Junior 2; Associate 2.
- DePauw University, Greencastle, Ind. Chapter Officers: Paul A. Thomas, *Pres*; Harry L. Hawkins, *Sec.* Active 89; Emeritus 5.
- Des Moines Still College of Osteopathy and Surgery, Des Moines, Iowa. Active 5.
- Detroit, University of, Detroit, Mich. Active 18.
- Dickinson College, Carlisle, Pa. Chapter Officers: Julien A. Ripley, Jr., *Pres*; Heber R. Harper, *Sec.* Active 47; Emeritus 1; Junior 2; Associate 2.
- Dillard University, New Orleans, La. Chapter Officers: Norman A. Holmes, *Pres*; John A. Davis, *Sec.* Active 11.
- District of Columbia Teachers College, Washington, D. C. Active 10; Emeritus 1; Associate 1.
- Doane College, Crete, Nebr. Chapter Officers: Herbert Berry, *Pres*; Charles Tritt, *Sec.* Active 8.
- Dominican College of San Rafael, San Rafael, Calif. Active 7.
- Drake University, Des Moines, Iowa. Chapter Officer: Paul A. Meglitsch, *Pres.* Active 52; Emeritus 3; Associate 1.
- Drew University, Madison, N. J. Chapter Officers: E. G. Stanley Baker, *Pres*; Purnell Benson, *Sec.* Active 23; Emeritus 4.
- Drexel Institute of Technology, Philadelphia, Pa. Active 5.
- Dropsie College, Philadelphia, Pa. Active 3.
- Drury College, Springfield, Mo. Active 6; Associate 1.
- Dubuque, University of, Dubuque, Iowa. Chapter Officer: Charles W. Tyrrell, *Sec.* Active 11; Associate 1.
- Duke University, Durham, N. C. Chapter Officers: Frances C. Brown, *Pres*; Jane Philpott, *Sec.* Active 210; Emeritus 10; Associate 2.
- Dunbarton College of Holy Cross, Washington, D. C. Active 1.
- Duquesne University, Pittsburgh, Pa. Chapter Officer: Gerard Besette, *Sec.* Active 19.
- Earlham College, Richmond, Ind. Active 10; Associate 1.
- East Carolina College, Greenville, N. C. Chapter Officers: Edgar W. Hirschberg, *Pres*; Bessie McNiel, *Sec.* Active 24.
- East Central State College, Ada, Okla. Active 2.
- Eden Theological Seminary, Webster Groves, Mo. Active 1.
- El Camino College, El Camino, Calif. Active 1.
- Elmhurst College, Elmhurst, Ill. Chapter Officers: Harold P. Wukasch, *Pres*; Marguerite S. Kaufman, *Sec.* Active 12.
- Elmira College, Elmira, N. Y. Chapter Officer: Hans H. Bernt, *Pres.* Active 20; Emeritus 2; Associate 1.
- Elon College, Elon College, N. C. Active 1.
- Emerson College, Boston, Mass. Active 3; Associate 1.
- Emmanuel Missionary College, Berrien Springs, Mich. Active 2.
- Emory and Henry College, Emory, Va. Active 2.
- Emory University, Emory University, Ga. Chapter Officers: James A. Miller, *Pres*; Alan L. Ritter, *Sec.* Active 101; Emeritus 2.
- Emporia, College of, Emporia, Kans. Active 2; Associate 1.
- Endicott Junior College, Beverly, Mass. Active 4; Junior 1.
- Erskine College, Due West, S. C. Active 1.
- Evansville College, Evansville, Ind. Chapter Officers: Ralph H. Coleman, *Pres*; H. E. Donley, *Sec.* Active 25; Emeritus 1; Associate 3.
- Everett Junior College, Everett, Wash. Active 3.
- Fairfield University, Fairfield, Conn. Chapter Officers: John A. Barone, *Pres*; Donald J. Ross, *Sec.* Active 4.
- Fairleigh Dickinson University, Rutherford, N. J. Chapter Officers: Julius O. Luck, *Pres*; Eileen T. Costello, *Sec.* Active 54.
- Fairmont State College, Fairmont, W. Va. Active 5; Emeritus 1.
- Fayetteville State Teachers College, Fayetteville, N. C. Active 9.
- Fenn College, Cleveland, Ohio. Chapter Officers: Albert N. Cousins, *Pres*; Sara R. Watson, *Sec.* Active 16.
- Finch College, New York, N. Y. Active 4.
- Fisk University, Nashville, Tenn. Chapter Officers: Oswald O. Schrag, *Pres*; Robert P. Smith, Jr., *Sec.* Active 17.
- Flint Junior College, Flint, Mich. Chapter Officers: Searle F. Charles, *Pres*; Irma Schnoberger, *Sec.* Active 36.
- Florida Agricultural and Mechanical University, Tallahassee, Fla. Chapter Officer: Charles U. Smith, *Pres.* Active 31.
- Florida Southern College, Lakeland, Fla. Active 5.
- Florida State University, Tallahassee, Fla. Chapter Officers: Eugene S. Lawler, *Pres*; Marjorie S. Judy, *Sec.* Active 146; Emeritus 1; Junior 3; Associate 2.
- Florida, University of, Gainesville, Fla. Chapter Officers: E. Ruffin Jones, Jr., *Pres*; Samuel G. Sadler, *Sec.* Active 188; Emeritus 5; Junior 1; Associate 3.
- Fordham University (Bronx Division), New York, N. Y. Active 5; Emeritus 1.
- Fordham University (Manhattan Division), New York, N. Y. Active 7; Associate 1.
- Fort Hays Kansas State College, Hays, Kans. Chapter Officers: Edwin P. Martin, *Pres*; Doris V. Stage, *Sec.* Active 25; Emeritus 1.
- Fort Valley State College, Fort Valley, Ga. Active 1.

- Franklin College of Indiana**, Franklin, Ind. Chapter Officers: Clifford Murphy, *Pres*; Mary S. Owen, *Sec.* Active 18.
- Franklin and Marshall College**, Lancaster, Pa. Chapter Officers: Frederic S. Klein, *Pres*; Arthur E. Harriman, *Sec.* Active 62; Emeritus 1.
- Fresno State College**, Fresno, California. Chapter Officers: Winston Strong, *Pres*; Arnold P. Biella, *Sec.* Active 83; Emeritus 2; Associate 3.
- Friends University**, Wichita, Kans. Active 1.
- Furman University**, Greenville, S. C. Chapter Officers: Vera E. Burnette, *Pres*; Albert N. Sanders, *Sec.* Active 34.
- Gannon College**, Erie, Pa. Active 1.
- Garrett Biblical Institute**, Evanston, Ill. Active 5.
- General Beadle State Teachers College**, Madison, S. Dak. Active 1.
- Geneva College**, Beaver Falls, Pa. Chapter Officers: Georgiana Wylie, *Pres*; Lillian R. Gault, *Sec.* Active 21; Emeritus 1; Associate 1.
- George Peabody College for Teachers**, Nashville, Tenn. Chapter Officers: Jack Allen, *Pres*; William A. Fitzgerald, *Sec.* Active 26.
- George Pepperdine College**, Los Angeles, Calif. Chapter Officers: Milton Rickels, *Pres*; Mary K. Philips, *Sec.* Active 19.
- George Washington University**, Washington, D. C. Chapter Officers: Elbridge Colby, *Pres*; Reuben E. Wood, *Sec.* Active 77; Emeritus 4; Junior 2.
- George Williams College**, Chicago, Ill. Active 5; Associate 1.
- Georgetown College**, Georgetown, Ky. Active 2.
- Georgetown University**, Washington, D. C. Chapter Officers: Malcolm W. Oliphant, *Pres*; Ennis L. Chestnut, *Sec.* Active 77; Junior 4.
- Georgia College**, Middle, Cochran, Ga. Active 2.
- Georgia College**, North, Dahlonega, Ga. Active 2.
- Georgia College**, South, Douglas, Ga. Active 2.
- Georgia Institute of Technology**, Atlanta, Ga. Chapter Officer: Harold M. Herreman, *Pres.* Active 69; Emeritus 2; Associate 3.
- Georgia, Medical College of**, Augusta, Ga. Active 7.
- Georgia State College for Women**, Milledgeville, Ga. Active 5; Emeritus 2.
- Georgia State College of Business Administration**, Atlanta, Ga. Chapter Officer: Bascom O. Quillian, Jr., *Pres.* Active 38.
- Georgia Teachers College**, Collegeboro, Ga. Active 3.
- Georgia, University of**, Athens, Ga. Chapter Officers: Horace Montgomery, *Pres*; John Shearing, *Sec.* Active 65; Emeritus 4; Junior 1; Associate 3.
- Gettysburg College**, Gettysburg, Pa. Chapter Officers: Robert L. Bloom, *Pres*; M. Esther Bloss, *Sec.* Active 29; Emeritus 1; Associate 2.
- Glendale College**, Glendale, Calif. Active 1.
- Golden Gate College**, San Francisco, Calif. Active 1.
- Gonzaga University**, Spokane, Wash. Active 1.
- Good Counsel College**, White Plains, N. Y. Active 1.
- Goucher College**, Baltimore, Md. Chapter Officers: Helen V. Crouse, *Pres*; William L. Neumann, *Sec.* Active 40; Emeritus 5; Associate 2.
- Grambling College**, Grambling, La. Active 7.
- Grays Harbor College**, Aberdeen, Wash. Active 1.
- Green Mountain Junior College**, Poulney, Vt. Active 1.
- Greensboro College**, Greensboro, N. C. Active 2; Emeritus 1.
- Grinnell College**, Grinnell, Iowa. Chapter Officers: Helena Percas, *Pres*; William T. McKibben, *Sec.* Active 35; Emeritus 6; Associate 1.
- Grove City College**, Grove City, Pa. Active 5.
- Guilford College**, Guilford College, N. C. Active 8.
- Gulf Park College**, Gulfport, Miss. Active 8.
- Gustavus Adolphus College**, St. Peter, Minn. Chapter Officers: Juul E. Van R. Altena, *Pres*; Chester O. Johnson, *Sec.* Active 17; Associate 1.
- Hahnemann Medical College**, Philadelphia, Pa. Active 9; Emeritus 3.
- Hamilton College**, Clinton, N. Y. Chapter Officers: David M. Ellis, *Pres*; Marcel I. Moraud, *Sec.* Active 38; Emeritus 1; Associate 1.
- Hamline University**, St. Paul, Minn. Chapter Officers: John C. Hayes, *Pres*; Wesley A. St. John, *Sec.* Active 21; Emeritus 1; Associate 1.
- Hampden-Sydney College**, Hampden-Sydney, Va. Associate 1.
- Hampton Institute**, Hampton, Va. Active 23; Associate 1.
- Hanover College**, Hanover, Ind. Chapter Officers: Enos G. Pray, *Pres*; Richard F. Grabau, *Sec.* Active 19; Associate 1.
- Harding College**, Searcy, Ark. Active 1.
- Hardin-Simmons University**, Abilene, Tex. Active 3.
- Harris Teachers College**, St. Louis, Mo. Chapter Officers: L. Simington Curtis, *Pres*; Clayda J. Williams, *Sec.* Active 26; Emeritus 2.
- Hartnell College**, Salinas, Calif. Active 3.
- Hartwick College**, Oneonta, N. Y. Active 14; Junior 1.
- Harvard University**, Cambridge, Mass. Chapter Officers: John T. Edsall, *Pres*; Kingman J. Brewster, *Sec.* Active 134; Emeritus 24; Junior 3; Associate 1.
- Hastings College**, Hastings, Nebr. Active 2.
- Haverford College**, Haverford, Pa. Chapter Officers: Francis H. Parker, *Pres*; Harry W. Pfund, *Sec.* Active 21; Emeritus 3.
- Hawaii, University of**, Honolulu, Hawaii. Chapter Officers: Robert W. Clopton, *Pres*; Elsie Boatman, *Sec.* Active 161; Emeritus 4; Junior 2; Associate 5.
- Hebrew Teachers College**, Brookline, Mass. Active 3.
- Heidelberg College**, Tiffin, Ohio. Active 2.
- Henderson State Teachers College**, Arkadelphia, Ark. Active 1; Associate 2.
- Hendrix College**, Conway, Ark. Active 1.

- Henry Ford Community College, Dearborn, Mich. Active 1.
- Hershey Junior College, Hershey, Pa. Active 4.
- Hibbing Junior College, Hibbing, Minn. Active 1; Associate 1.
- Highland Park Junior College, Highland Park, Mich. Chapter Officers: David A. Hilton, *Pres*; Marion E. Grusky, *Sec*. Active 1.
- High Point College, High Point, N. C. Active 8.
- Hillsdale College, Hillsdale, Mich. Chapter Officer: Harold F. Brown, *Pres*. Active 3.
- Hillyer College, Hartford, Conn. Chapter Officer: James J. Sullivan, *Pres*. Active 14.
- Hiram College, Hiram, Ohio. Chapter Officers: Dwight H. Berg, *Pres*; Neil H. Schrader, *Sec*. Active 20; Emeritus 1.
- Hobart and William Smith Colleges, Geneva, N. Y. Chapter Officers: Otto E. Schoen-Rene, *Pres*; Norman D. Kurland, *Sec*. Active 45; Emeritus 3; Associate 1.
- Hofstra College, Hempstead, N. Y. Chapter Officers: Otto Krash, *Pres*; Georgia S. Dunbar, *Sec*. Active 64; Associate 2.
- Hollins College, Hollins, Va. Active 7; Associate 1.
- Holy Cross, College of the, Worcester, Mass. Chapter Officers: Raymond E. McDonald, *Pres*; S. Edward Flynn, *Sec*. Active 11.
- Hood College, Frederick, Md. Chapter Officer: Marie-Antoinette Untereiner, *Sec*. Active 33; Emeritus 4.
- Hope College, Holland, Mich. Active 3; Associate 1.
- Houston, University of, Houston, Texas. Active 55; Associate 2.
- Howard College, Birmingham, Ala. Active 5; Associate 1.
- Howard Payne College, Brownwood, Texas. Active 9; Junior 1.
- Howard University, Washington, D. C. Chapter Officer: Gustav Auzenne, Jr., *Pres*. Active 34; Emeritus 1; Junior 1; Associate 1.
- Humboldt State College, Arcata, Calif. Active 11; Emeritus 1.
- Hunter College, New York, N. Y. Chapter Officers: James G. Clapp, *Pres*; John W. Wieler, *Sec*. Active 197; Emeritus 3; Junior 3; Associate 1.
- Huntingdon College, Montgomery, Ala. Active 2.
- Huron College, Huron, S. Dak. Active 4.
- Huston-Tillotson College, Austin, Texas. Active 1.
- Idaho, College of, Caldwell, Idaho. Active 8.
- Idaho Junior College, North, Coeur d'Alene, Idaho. Chapter Officers: Floyd F. Young, *Pres*; John C. Dreaney, *Sec*. Active 15.
- Idaho State College, Pocatello, Idaho. Chapter Officers: Laurence E. Gale, *Pres*; N. Marie Huntington, *Sec*. Active 40; Emeritus 5; Associate 2.
- Idaho, University of, Moscow, Idaho. Chapter Officers: Dwight S. Hoffman, *Pres*; Patricia A. Rowe, *Sec*. Active 106; Emeritus 1.
- Iliff School of Theology, Denver, Colo. Active 4.
- Illinois College, Jacksonville, Ill. Active 8; Associate 1.
- Illinois Institute of Technology, Chicago, Ill. Chapter Officers: L. R. Wilcox, *Pres*; Marie W. Spencer, *Sec*. Active 49; Emeritus 1; Associate 2.
- Illinois State College, Eastern, Charleston, Ill. Chapter Officers: Kevin Guinagh, *Pres*; Lee A. J. Smock, *Sec*. Active 74; Emeritus 1.
- Illinois State College, Northern, DeKalb, Ill. Chapter Officers: James W. Beach, *Pres*; Warren U. Ober, *Sec*. Active 56; Emeritus 1; Associate 3.
- Illinois State College, Western, Macomb, Ill. Chapter Officers: Warren O. Covert, *Pres*; Charles M. Ellis, *Sec*. Active 50.
- Illinois State Normal University, Normal, Ill. Chapter Officers: Lela Winegarner, *Pres*; Helen M. Cavanagh, *Sec*. Active 144; Emeritus 4; Junior 2; Associate 4.
- Illinois University, Southern, Carbondale, Ill. Chapter Officers: E. C. Coleman, *Pres*; Dorothy E. Heicke, *Sec*. Active 162; Emeritus 1; Junior 2; Associate 9.
- Illinois, University of, Urbana, Ill. Chapter Officers: Chester G. Starr, Jr., *Pres*; Richard C. Wilcock, *Sec*. Active 568; Emeritus 24; Junior 2; Associate 5.
- Illinois, University of (Chicago Professional Colleges), Chicago, Ill. Chapter Officers: George L. Webster, *Pres*; Norman R. Alpert, *Sec*. Active 70; Emeritus 3.
- Illinois, University of (Navy Pier), Chicago, Ill. Chapter Officers: John D. McNee, Jr., *Pres*; Dee M. Holladay, *Sec*. Active 155; Emeritus 2; Junior 3; Associate 1.
- Illinois Wesleyan University, Bloomington, Ill. Chapter Officer: Rupert Kilgore, *Pres*. Active 22.
- Immaculate Heart College, Los Angeles, Calif. Active 2.
- Indiana Central College, Indianapolis, Ind. Chapter Officers: Allen B. Kellogg, *Pres*; Kenneth E. St. Clair, *Sec*. Active 6.
- Indiana State Teachers College, Terre Haute, Ind. Chapter Officers: Robert Drummond, *Pres*; Florise Hunsucker, *Sec*. Active 85; Emeritus 3; Junior 2.
- Indiana University, Bloomington, Ind. Chapter Officers: Henry B. Veatch, *Pres*; Charles W. Hagen, Jr., *Sec*. Active 370; Emeritus 16; Junior 4; Associate 5.
- Institute for Advanced Study, Princeton, N. J. Active 12.
- Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa. Chapter Officers: Roy E. LeMoine, *Pres*; Dale McCay, *Sec*. Active 167; Emeritus 5; Junior 6.
- Iowa State Teachers College, Cedar Falls, Iowa. Chapter Officers: Irvin H. Brune, *Pres*; Margaret M. Buswell, *Sec*. Active 96; Emeritus 2.
- Iowa, State University of, Iowa City, Iowa. Chapter Officers: Charles W. Davidson, *Pres*; Dale M. Bentz, *Sec*. Active 222; Emeritus 15; Junior 3; Associate 3.
- Iowa Wesleyan College, Mount Pleasant, Iowa. Chapter Officers: D. D. Millsaugh, *Pres*; D. E. Sullivan, *Sec*. Active 21.
- Ithaca College, Ithaca, N. Y. Chapter Officers: George K. Driscoll, *Pres*; Mary D. Bates, *Sec*. Active 41.
- Jackson State College, Jackson, Miss. Active 4.

- Jacksonville University**, Jacksonville, Fla. Chapter Officer: James B. Fleck, *Pres.* Active 5; Associate 1.
- Jamestown College**, Jamestown, N. Dak. Chapter Officer: Howard M. Droste, *Sec.* Active 5.
- Jamestown Community College**, Jamestown, N. Y. Chapter Officers: William Charniak, *Pres.*; Ruth E. Hunt, *Sec.* Active 6; Associate 1.
- Jefferson Medical College of Philadelphia**, Philadelphia, Pa. Active 4.
- Jersey City Junior College**, Jersey City, N. J. Chapter Officer: Edward F. Willis, *Pres.* Active 8.
- John Carroll University**, Cleveland, Ohio. Chapter Officers: Bernard S. Jablonski, *Pres.*; Frank J. Devlin, *Sec.* Active 17.
- Johns Hopkins University**, Baltimore, Md. Chapter Officers: James E. Deese, *Pres.*; Philip W. Davies, *Sec.* Active 122; Emeritus 5; Junior 1.
- Johnson C. Smith University**, Charlotte, N. C. Chapter Officers: U. S. Brooks, *Pres.*; Elsie E. Woodard, *Sec.* Active 9.
- Joliet Junior College**, Joliet, Ill. Active 2.
- Joplin Junior College**, Joplin, Mo. Active 4.
- Judson College**, Marion, Ala. Active 1.
- Juilliard School of Music**, New York City, N. Y. Active 7.
- Juniata College**, Huntingdon, Pa. Active 4.
- Kalamazoo College**, Kalamazoo, Mich. Chapter Officers: Donald W. Van Liere, *Pres.*; Allen V. Buskirk, *Sec.* Active 19.
- Kansas City College of Osteopathy and Surgery**, Kansas City, Mo. Active 1.
- Kansas City Junior College of**, Kansas City, Mo. Active 1.
- Kansas City Kansas Junior College**, Kansas City, Kans. Active 1.
- Kansas City, University of**, Kansas City, Mo. Chapter Officers: Edwin J. Westermann, *Pres.*; George Ehrlich, *Sec.* Active 34; Associate 2.
- Kansas State College of Agriculture and Applied Science**, Manhattan, Kans. Chapter Officers: Abby Marlatt, *Pres.*; Mary F. White, *Sec.* Active 106; Emeritus 3.
- Kansas State Teachers College**, Emporia, Kans. Chapter Officer: Vida L. Askew, *Pres.* Active 19; Emeritus 3.
- Kansas State Teachers College**, Pittsburg, Kans. Chapter Officers: Jack W. Morgan, *Pres.*; Jean McColley, *Sec.* Active 44; Emeritus 4; Associate 2.
- Kansas, University of**, Lawrence, Kans. Chapter Officers: William D. Paden, *Pres.*; Muriel H. Johnson, *Sec.* Active 264; Emeritus 19; Junior 1; Associate 2.
- Keene Teachers College**, Keene, N. H. Active 2.
- Kent State University**, Kent, Ohio. Chapter Officers: William J. Weiskopf, *Pres.*; Edward T. Stapleford, *Sec.* Active 170; Emeritus 4; Associate 2.
- Kentucky State College**, Frankfort, Ky. Chapter Officers: Joseph G. Fletcher, *Pres.*; Howard M. Jason, *Sec.* Active 7; Junior 1.
- Kentucky State College, Eastern**, Richmond, Ky. Chapter Officers: Clifton A. Basye, *Pres.*; Edith G. Ford, *Sec.* Active 23; Emeritus 2.
- Kentucky State College, Western**, Bowling Green, Ky. Active 6.
- Kentucky, University of**, Lexington, Ky. Chapter Officers: Aubrey J. Brown, *Pres.*; Laura K. Martin, *Sec.* Active 156; Emeritus 3; Junior 2; Associate 3.
- Kenyon College**, Gambier, Ohio. Chapter Officers: Charles S. Thornton, *Pres.*; Richard P. Longaker, *Sec.* Active 33; Emeritus 1.
- Keuka College**, Keuka Park, N. Y. Chapter Officers: Rosemary R. Hein, *Pres.*; Joan L. Gillette, *Sec.* Active 19; Emeritus 2.
- Keystone Junior College**, La Plume, Pa. Active 1.
- Kirkville College of Osteopathy and Surgery**, Kirksville, Mo. Active 11.
- Knox College**, Galesburg, Ill. Chapter Officers: Arthur J. Dibden, *Pres.*; Lilly E. J. Lindahl, *Sec.* Active 19; Emeritus 2; Associate 2.
- Knoxville College**, Knoxville, Tenn. Active 7.
- Lafayette College**, Easton, Pa. Chapter Officers: Winfield Keck, *Pres.*; Hance C. Hamilton, *Sec.* Active 57; Emeritus 5; Associate 1.
- LaGrange College**, LaGrange, Ga. Active 4.
- Lake Erie College**, Painesville, Ohio. Chapter Officer: Barton Bean, *Pres.* Active 21.
- Lake Forest College**, Lake Forest, Ill. Chapter Officers: W. Gordon Milne, *Pres.*; Elizabeth T. Lunn, *Sec.* Active 35; Emeritus 3; Associate 1.
- Lamar State College of Technology**, Beaumont, Tex. Chapter Officer: Harmon E. Eveland, *Sec.* Active 28; Associate 1.
- Lambuth College**, Jackson, Tenn. Active 3.
- Lander College**, Greenwood, S. C. Active 3.
- Lane College**, Jackson, Tenn. Active 1.
- Langston University**, Langston, Okla. Active 6.
- LaSalle College**, Philadelphia, Pa. Active 8.
- Laval, University of**, Quebec, Quebec. Active 1.
- Lawrence College**, Appleton, Wis. Chapter Officers: William Riker, *Pres.*; Elizabeth Forter, *Sec.* Active 23; Emeritus 3; Associate 1.
- Lebanon Valley College**, Annville, Pa. Chapter Officers: Carl Y. Ehrhart, *Pres.*; Alice M. Brumbaugh, *Sec.* Active 13; Associate 1.
- Lee College**, Baytown, Texas. Active 8.
- Lehigh University**, Bethlehem, Pa. Chapter Officers: Frank S. Hook, *Pres.*; Paul C. Paris, *Sec.* Active 27; Emeritus 6; Junior 1; Associate 1.
- LeMoyne College**, Syracuse, N. Y. Active 7.
- Lenoir-Rhyne College**, Hickory, N. C. Active 3.
- Lesley College**, Cambridge, Mass. Active 1.
- Lewis and Clark College**, Portland, Ore. Chapter Officers: Arthur L. Throckmorton, *Pres.*; Emma B. Meier, *Sec.* Active 44; Emeritus 3; Associate 2.
- Limestone College**, Gaffney, S. C. Active 2.
- Lincoln Memorial University**, Harrogate, Tenn. Active 4.
- Lincoln University**, Jefferson City, Mo. Chapter Officers: C. A. Blue, *Pres.*; U. S. Maxwell, *Sec.* Active 32.

- Lincoln University**, Lincoln University, Pa. Active 5.
- Lindenwood College for Women**, St. Charles, Mo. Chapter Officers: John B. Moore, *Pres*; Irene Van Bibber, *Sec.* Active 38.
- Linfield College**, McMinnville, Ore. Active 1.
- Little Rock Junior College**, Little Rock, Ark. Active 12.
- Long Beach City College**, Long Beach, Calif. Active 1.
- Long Beach State College**, Long Beach, Calif. Active 32.
- Long Island University**, Brooklyn, N. Y. Chapter Officers: Andre Nicolle, *Pres*; Grace K. Pratt, *Sec.* Active 29; Associate 1.
- Longwood College**, Farmville, Va. Chapter Officer: Charles F. Lane, *Pres.* Active 16; Emeritus 2.
- Los Angeles City College**, Los Angeles, Calif. Chapter Officer: Robert C. Williamson, *Pres.* Active 19.
- Los Angeles College of Optometry**, Los Angeles, Calif. Active 1.
- Los Angeles Harbor Junior College**, Wilmington, Calif. Active 1.
- Los Angeles State College**, Los Angeles, Calif. Chapter Officers: Solomon Diamond, *Pres*; William R. Eshelman, *Sec.* Active 71.
- Los Angeles Valley Junior College**, Van Nuys, Calif. Active 1.
- Louisiana College**, Pineville, La. Active 3.
- Louisiana College**, Southeastern, Hammond, La. Active 5; Emeritus 1; Associate 2.
- Louisiana Institute**, Southwestern, Lafayette, La. Active 20; Associate 1.
- Louisiana State College**, Northeast, Monroe, La. Active 2.
- Louisiana, Northwestern State College of**, Natchitoches, La. Chapter Officers: Roland Grass, *Pres*; Sarah L. C. Clapp, *Sec.* Active 35; Emeritus 1.
- Louisiana Polytechnic Institute**, Ruston, La. Chapter Officers: Paul K. Smith, *Pres*; Ethel H. Kelly, *Sec.* Active 38; Emeritus 1.
- Louisiana State University**, Baton Rouge, La. Chapter Officers: Irwin A. Berg, *Pres*; Susanne Thompson, *Sec.* Active 139; Emeritus 2; Junior 2; Associate 3.
- Louisville, University of**, Louisville, Ky. Chapter Officer: Arland Hotchkiss, *Sec.* Active 81; Emeritus 1.
- Lowell Technological Institute**, Lowell, Mass. Chapter Officer: Wentworth Williams, *Pres.* Active 15.
- Lower Columbia Junior College**, Longview, Wash. Active 3.
- Loyola College**, Baltimore, Md. Active 4.
- Loyola University**, Chicago, Ill. Chapter Officers: Patrick J. Casey, *Pres*; Mary E. Begg, *Sec.* Active 42; Emeritus 1; Junior 3; Associate 2.
- Loyola University**, New Orleans, La. Active 8.
- Loyola University of Los Angeles**, Los Angeles, Calif. Active 8.
- Luther College**, Decorah, Iowa. Active 3.
- Lutheran Theological Seminary**, Philadelphia, Pa. Active 1.
- Lutheran Theological Southern Seminary**, Columbia, S. C. Emeritus 1.
- Lycoming College**, Williamsport, Pa. Chapter Officers: Loring B. Priest, *Pres*; W. Arthur Faus, *Sec.* Active 24; Associate 1.
- Lynchburg College**, Lynchburg, Va. Chapter Officers: Howard B. Hovda, *Pres*; Joseph L. Nelson, Jr., *Sec.* Active 26; Emeritus 1; Associate 1.
- McCormick Theological Seminary**, Chicago, Ill. Active 2.
- McGill University**, Montreal, Que. Active 3; Emeritus 2.
- McMaster University**, Hamilton, Ont. Active 2.
- MacMurray College**, Jacksonville, Ill. Active 13; Emeritus 1.
- McNeese State College**, Lake Charles, La. Active 7.
- McPherson College**, McPherson, Kans. Active 1.
- Macalester College**, St. Paul, Minn. Chapter Officers: Ezra J. Camp, *Pres*; David White, *Sec.* Active 29; Emeritus 1; Associate 1.
- Madison College**, Harrisonburg, Va. Chapter Officers: Clarence R. Hamrick, *Pres*; Glada Walker, *Sec.* Active 28; Emeritus 5.
- Maine, University of**, Orono, Maine. Chapter Officers: Joseph J. Antonitis, *Pres*; Hilda M. Fife, *Sec.* Active 78; Emeritus 4; Junior 1; Associate 2.
- Manchester College**, North Manchester, Ind. Active 1.
- Manhattan College**, New York, N. Y. Chapter Officers: Themistocles F. Aconci, *Pres*; Howard R. Floan, *Sec.* Active 36.
- Manhattanville College of the Sacred Heart**, Purchase, N. Y. Active 23.
- Manila Central College**, Manila, Philippines. Active 1.
- Manitoba, University of**, Winnipeg, Manitoba. Active 8.
- Marietta College**, Marietta, Ohio. Chapter Officer: Robert L. Jones, *Pres.* Active 9; Emeritus 1.
- Marin College of**, Kentfield, Calif. Active 1.
- Marquette University**, Milwaukee, Wis. Chapter Officer: Alfred J. Sokolnicki, *Sec.* Active 68.
- Marshall College**, Huntington, W. Va. Active 18; Associate 1.
- Mary Baldwin College**, Staunton, Va. Active 3.
- Marygrove College**, Detroit, Mich. Active 3.
- Maryland State Teachers College**, Bowie, Md. Active 6.
- Maryland State Teachers College**, Frostburg, Md. Active 2.
- Maryland State Teachers College**, Salisbury, Md. Active 1; Associate 1.
- Maryland State Teachers College**, Towson, Md. Chapter Officers: Samson McDowell, *Pres*; Marion S. Sargent, *Sec.* Active 30.
- Maryland, University of**, College Park, Md. Chapter Officers: Lucius Garvin, *Pres*; Donald W. Krimel, *Sec.* Active 232; Emeritus 2; Junior 1; Associate 3.
- Maryland, University of (Maryland State College)**, Princess Anne, Md. Chapter Officers: Claud C. Marion, *Pres*; Thelma C. Spaulding, *Sec.* Active 15; Associate 1.
- Marymount College**, Tarrytown, N. Y. Active 4.
- Maryville College**, Maryville, Tenn. Active 9.
- Marywood College**, Scranton, Pa. Active 1.

- Mason City Junior College**, Mason City, Iowa. Emeritus 1.
- Massachusetts Institute of Technology**, Cambridge, Mass. Chapter Officers: Billy E. Goetz, *Pres*; Nesmith C. Ankeny, *Sec*. Active 48; Emeritus 5; Junior 1; Associate 1.
- Massachusetts State Teachers College at Boston**, Boston, Mass. Chapter Officers: Robert L. Bertolli, *Pres*; Margaret D. Delaney, *Sec*. Active 16.
- Massachusetts State Teachers College**, Bridgewater, Mass. Chapter Officers: Frank J. Hilferty, *Pres*; Catherine E. Comeau, *Sec*. Active 20.
- Massachusetts State Teachers College**, Fitchburg, Mass. Active 17; Emeritus 2; Associate 1.
- Massachusetts State Teachers College**, Framingham, Mass. Chapter Officers: Vera Hemenway, *Pres*; Glayds F. Pratt, *Sec*. Active 15; Associate 2.
- Massachusetts State Teachers College**, Lowell, Mass. Chapter Officer: Thomas A. Malloy, Jr., *Pres*. Active 16; Emeritus 1; Associate 1.
- Massachusetts State Teachers College**, North Adams, Mass. Active 3.
- Massachusetts State Teachers College**, Salem, Mass. Chapter Officer: Margaret W. Dower, *Sec*. Active 7.
- Massachusetts State Teachers College**, Worcester, Mass. Active 18.
- Massachusetts, University of**, Amherst, Mass. Chapter Officer: Sidney Kaplan, *Pres*. Active 52; Emeritus 1; Associate 1.
- Medical Evangelists, College of**, Loma Linda, Calif. Active 1.
- Meharry Medical College**, Nashville, Tenn. Active 2.
- Memphis State College**, Memphis, Tenn. Chapter Officer: Lawrence Wynn, *Pres*. Active 48; Emeritus 1.
- Menlo College**, Menlo Park, Calif. Active 1.
- Mercer University**, Macon, Ga. Chapter Officer: Charles H. Stone, *Pres*. Active 21; Emeritus 1; Associate 1.
- Mercy College**, Detroit, Mich. Active 9.
- Meredith College**, Raleigh, N. C. Chapter Officers: Stuart Pratt, *Pres*; Quentin O. McAllister, *Sec*. Active 10; Emeritus 1.
- Merrimack College**, Andover, Mass. Active 1.
- Miami University**, Oxford, Ohio. Chapter Officers: George H. Fathauer, *Pres*; Lohnie J. Boggs, *Sec*. Active 154; Emeritus 3; Junior 1; Associate 1.
- Miami, University of**, Coral Gables, Fla. Chapter Officers: Herman Meyer, *Pres*; William S. Wight, *Sec*. Active 104; Emeritus 1; Junior 2; Associate 5.
- Michigan College, Central**, Mt. Pleasant, Mich. Chapter Officers: Herbert L. Curry, *Pres*; Jack W. Marken, *Sec*. Active 38; Associate 1.
- Michigan College, Eastern**, Ypsilanti, Mich. Chapter Officers: John B. Virtue, *Pres*; O. Ivan Schreiber, *Sec*. Active 43; Emeritus 2; Associate 1.
- Michigan College, Northern**, Marquette, Mich. Chapter Officer: Aurele A. Du-rocher, *Pres*. Active 35; Emeritus 1; Associate 2.
- Michigan College, Western**, Kalamazoo, Mich. Chapter Officers: Ralph N. Miller, *Pres*; Theodore L. Carlson, *Sec*. Active 75; Emeritus 1; Associate 2.
- Michigan College of Mining and Technology**, Houghton, Mich. Active 20.
- Michigan State University**, East Lansing, Mich. Chapter Officers: Ralph W. Lewis, *Pres*; William M. Seaman, *Sec*. Active 312; Emeritus 7; Junior 1; Associate 7.
- Michigan, University of**, Ann Arbor, Mich. Chapter Officers: Gilbert Ross, *Pres*; Herbert H. Paper, *Sec*. Active 343; Emeritus 20; Junior 8; Associate 4.
- Middlebury College**, Middlebury, Vt. Chapter Officers: Benjamin F. Wissler, *Pres*; Ben Fusaro, *Sec*. Active 38; Emeritus 4; Junior 1.
- Midland College**, Fremont, Nebr. Active 1.
- Millikin University**, Decatur, Ill. Chapter Officers: Walter Emch, *Pres*; David F. Driesbach, *Sec*. Active 17; Emeritus 2.
- Mills College**, Oakland, Calif. Chapter Officers: Margaret E. Lyon, *Pres*; Howard L. Cogswell, *Sec*. Active 26; Emeritus 6; Associate 3.
- Millsaps College**, Jackson, Miss. Chapter Officers: E. S. Wallace, *Pres*; Frank M. Laney, *Sec*. Active 20; Emeritus 2; Associate 1.
- Milwaukee-Downer College**, Milwaukee, Wis. Chapter Officers: Althea Heimbach, *Pres*; Thomas R. Dale, *Sec*. Active 15; Associate 1.
- Minnesota State Teachers College**, Bemidji, Minn. Active 4.
- Minnesota State Teachers College**, Mankato, Minn. Chapter Officer: John B. Foster, *Pres*. Active 15; Associate 1.
- Minnesota State Teachers College**, Moorhead, Minn. Active 10.
- Minnesota State Teachers College**, St. Cloud, Minn. Chapter Officers: Arthur F. Nelson, *Pres*; Arthur Wormhoudt, *Sec*. Active 20.
- Minnesota State Teachers College**, Winona, Minn. Chapter Officers: Jean Talbot, *Pres*; Dorothy B. Magnus, *Sec*. Active 10; Emeritus 1.
- Minnesota, University of**, Minneapolis, Minn. Chapter Officers: J. Edward Gerald, *Pres*; Ruby B. Pernell, *Sec*. Active 444; Emeritus 36; Junior 4; Associate 5.
- Minnesota, University of (Duluth Branch)**, Duluth, Minn. Chapter Officers: William A. Rosenthal, *Pres*; Ward M. Wells, *Sec*. Active 44; Emeritus 2; Associate 1.
- Misericordia, College**, Dallas, Pa. Active 2.
- Mississippi College**, Clinton, Miss. Active 5.
- Mississippi Junior College**, East, Scooba, Miss. Active 1.
- Mississippi Southern College**, Hattiesburg, Miss. Chapter Officers: Leo R. Miller, *Pres*; William G. Burks, *Sec*. Active 41.
- Mississippi State College**, State College, Miss. Chapter Officers: Robert B. Holland, *Pres*; Marion T. Loftin, *Sec*. Active 53; Associate 3.
- Mississippi State College for Women**, Columbus, Miss. Chapter Officers: Margie C. Morris, *Pres*; Margaret R. Buchanan, *Sec*. Active 37; Emeritus 1.
- Mississippi, University of**, University, Miss. Chapter Officers: John E. Phay, *Pres*; Evelyn L. Way, *Sec*. Active 73; Associate 2.

- Missouri State College, Central, Warrensburg, Mo.** Chapter Officers: John L. Schmidt, *Pres*; J. Kenneth Markwell, *Sec.* Active 26; Emeritus 2.
- Missouri State College, Northwest, Maryville, Mo.** Chapter Officers: William T. Garrett, *Pres*; N. Violette Hunter, *Sec.* Active 39; Emeritus 2.
- Missouri State College, Southeast, Cape Girardeau, Mo.** Chapter Officer: Glenn A. McConkey, *Pres.* Active 22; Emeritus 5; Junior 1; Associate 2.
- Missouri State College, Southwest, Springfield, Mo.** Chapter Officers: Richard J. Payne, *Pres*; Robert T. Stevenson, *Sec.* Active 33; Emeritus 2; Associate 1.
- Missouri State Teachers College, Northeast, Kirksville, Mo.** Active 16; Emeritus 1.
- Missouri, University of, Columbia, Mo.** Chapter Officers: Irwin G. Wyllie, *Pres*; John C. Murdock, *Sec.* Active 178; Emeritus 9; Junior 2; Associate 6.
- Missouri, University of (School of Mines and Metallurgy), Rolla, Mo.** Active 6.
- Missouri Valley College, Marshall, Mo.** Active 6.
- Modesto Junior College, Modesto, Calif.** Active 2.
- Monmouth College, Monmouth, Ill.** Active 27; Emeritus 1; Associate 1.
- Monmouth Junior College, West Long Branch, N. J.** Active 8.
- Montana College, Northern, Havre, Mont.** Active 3.
- Montana College of Education, Eastern, Billings, Mont.** Active 8; Emeritus 1; Junior 1.
- Montana College of Education, Western, Dillon, Mont.** Active 7; Associate 1.
- Montana School of Mines, Butte, Mont.** Active 4.
- Montana State College, Bozeman, Mont.** Chapter Officers: Bernard Ostles, *Pres*; G. Fred Weber, *Sec.* Active 33; Associate 1.
- Montana State University, Missoula, Mont.** Chapter Officers: Walter G. Browder, *Pres*; Fred S. Honkala, *Sec.* Active 63; Emeritus 9; Associate 1.
- Montgomery Junior College, Takoma Park, Md.** Chapter Officers: Wallace W. Culver, *Pres*; William V. Jouvenal, *Sec.* Active 14.
- Monticello College, Alton, Ill.** Chapter Officer: Betty M. Mezger, *Sec.* Active 16.
- Moravian College, Bethlehem, Pa.** Chapter Officer: Ruth M. Roberts, *Sec.* Active 5.
- Morehead State College, Morehead, Ky.** Chapter Officers: Wilhelm Exelbirt, *Pres*; Patti Bolin, *Sec.* Active 15.
- Morgan State College, Baltimore, Md.** Chapter Officers: Frederick H. Dedmond, *Pres*; Cyril F. Atkins, *Sec.* Active 23.
- Morningside College, Sioux City, Iowa.** Chapter Officer: LeRoy B. Nydegger, *Pres.* Active 21.
- Morton Junior College, Cicero, Ill.** Active 6.
- Mount Holyoke College, South Hadley, Mass.** Chapter Officers: Minnie E. Lemaire, *Pres*; Marjorie Kaufman, *Sec.* Active 77; Emeritus 13; Associate 1.
- Mount Mercy College, Pittsburgh, Pa.** Active 3.
- Mount St. Joseph-on-the-Ohio, College of, Mount St. Joseph, Ohio.** Active 1.
- Mount St. Mary's College, Emmitsburg, Md.** Active 3.
- Mount St. Scholastica College, Atchison, Kans.** Active 1.
- Mount St. Vincent, College of, New York, N. Y.** Active 5.
- Mount San Antonio College, Pomona, Calif.** Active 3.
- Mount Union College, Alliance, Ohio.** Chapter Officer: Robert E. Bader, *Pres.* Active 33; Associate 1.
- Muhlenberg College, Allentown, Pa.** Chapter Officers: William M. French, *Pres*; Minotte M. Chatfield, *Sec.* Active 18; Emeritus 1.
- Multnomah College, Portland, Ore.** Active 3.
- Murray State College, Murray, Ky.** Chapter Officers: Lynn Winget, *Pres*; Walter E. Blackburn, *Sec.* Active 17.
- Muskingum College, New Concord, Ohio.** Chapter Officers: William L. Fisk, *Pres*; Harvey D. Tschirgi, *Sec.* Active 23; Emeritus 3; Associate 1.
- National College of Education, Evanston, Ill.** Chapter Officer: Janet C. Rees, *Sec.* Active 11; Associate 1.
- Nazareth College, Nazareth, Mich.** Active 1.
- Nebraska State Teachers College, Chadron, Nebr.** Active 7.
- Nebraska State Teachers College, Kearney, Nebr.** Chapter Officer: Calvin T. Ryan, *Pres.* Active 18; Emeritus 3.
- Nebraska State Teachers College, Peru, Nebr.** Active 3.
- Nebraska State Teachers College, Wayne, Nebr.** Chapter Officers: Lyle L. Radcliffe, *Pres*; J. R. Johnson, *Sec.* Active 14; Emeritus 3.
- Nebraska, University of, Lincoln, Nebr.** Chapter Officers: Norman H. Cromwell, *Pres*; Robert E. Knoll, *Sec.* Active 215; Emeritus 19; Associate 5.
- Nebraska Wesleyan University, Lincoln, Nebr.** Active 2; Emeritus 1.
- Nevada, University of, Reno, Nev.** Chapter Officers: Charlton G. Laird, *Pres*; Verna D. Whittrick, *Sec.* Active 38; Emeritus 8; Associate 1.
- New Brunswick, University of, Fredericton, N. B.** Active 1.
- New England College of Pharmacy, Boston, Mass.** Active 1.
- New England Conservatory of Music, Boston, Mass.** Active 2; Emeritus 1; Junior 1; Associate 1.
- New Hampshire, University of, Durham, N. H.** Chapter Officers: Ralph H. Granger, *Pres*; Charlotte K. Anderson, *Sec.* Active 101; Emeritus 1; Associate 4.
- New Haven State Teachers College, New Haven, Conn.** Active 19.
- New Jersey State Teachers College, Glassboro, N. J.** Active 1.
- New Jersey State Teachers College, Jersey City, N. J.** Active 3.
- New Jersey State Teachers College, Newark, N. J.** Chapter Officers: John C. Hutchinson, Jr., *Pres*; Lois M. French, *Sec.* Active 9.

- New Jersey State Teachers College**, Paterson, N. J. Active 3; Associate 1.
- New Jersey State Teachers College**, Trenton, N. J. Chapter Officers: Emerson H. Loucks, *Pres*; Herbert R. Treuting, Jr., *Sec.* Active 19.
- New Jersey State Teachers College**, Upper Montclair, N. J. Active 11.
- New Mexico College of Agriculture and Mechanic Arts**, State College, N. Mex. Chapter Officers: Ralph B. Crouch, *Pres*; Paul W. Zickefoose, *Sec.* Active 85; Emeritus 3; Associate 2.
- New Mexico Highlands University**, Las Vegas, N. Mex. Chapter Officers: John S. Johnson, *Pres*; Walter F. Brunet, *Sec.* Active 17; Emeritus 1.
- New Mexico Institute of Mining and Technology**, Socorro, N. Mex. Chapter Officers: James B. Delamater, *Pres*; Joseph A. Schuffe, *Sec.* Active 15; Associate 2.
- New Mexico Military Institute**, Roswell, N. Mex. Chapter Officers: James H. Sikes, *Pres*; Eugene J. Fox, *Sec.* Active 13.
- New Mexico University**, Eastern, Portales, N. Mex. Chapter Officers: Richard E. Stroup, *Pres*; Arvel W. Branscum, *Sec.* Active 20; Associate 1.
- New Mexico, University of**, Albuquerque, N. Mex. Chapter Officers: Allan R. Richards, *Pres*; Jane Kluckhohn, *Sec.* Active 95; Emeritus 2; Associate 1.
- New Mexico Western College**, Silver City, N. Mex. Active 6.
- New Rochelle, College of**, New Rochelle, N. Y. Active 5.
- New York Medical College**, New York, N. Y. Active 9.
- New York, State University of—**
Agricultural and Technical Institute at Alfred, Alfred, N. Y. Chapter Officers: Regis P. Deuel, *Pres*; Philip S. Malafsky, *Sec.* Active 16.
Agricultural and Technical Institute at Cobleskill, Cobleskill, N. Y. Active 1.
Agricultural and Technical Institute at Delhi, Delhi, N. Y. Active 1.
Agricultural and Technical Institute, Farmingdale, N. Y. Active 10.
College for Teachers at Albany, Albany, N. Y. Chapter Officers: Robert F. Cregan, *Pres*; Violet H. Larney, *Sec.* Active 87; Emeritus 6; Associate 1.
College for Teachers at Buffalo, Buffalo, N. Y. Chapter Officers: Houston Robison, *Pres*; Frances Hepinstall, *Sec.* Active 94; Emeritus 1; Associate 4.
Downstate Medical Center, Brooklyn, N. Y. Active 2.
Harpur College, Endicott, N. Y. Active 19.
Maritime College, Fort Schuyler, N. Y. Active 9.
Teachers College at Brockport, Brockport, N. Y. Chapter Officer: R. Murray Thomas, *Pres.* Active 20.
Teachers College at Cortland, Cortland, N. Y. Chapter Officers: Walter E. Mulholland, *Pres*; Dorothy May Swan, *Sec.* Active 53; Emeritus 1; Associate 1.
Teachers College at Fredonia, Fredonia, N. Y. Chapter Officers: Philip Kochman, *Pres*; Vivian M. Robe, *Sec.* Active 34; Emeritus 2.
Teachers College at Geneseo, Geneseo, N. Y. Active 8.
Teachers College at New Paltz, New Paltz, N. Y. Chapter Officers: Alfred B. Rollins, Jr., *Pres*; Joy M. Dawson, *Sec.* Active 40.
Teachers College at Oneonta, Oneonta, N. Y. Chapter Officers: Sanford D. Gordon, *Pres*; Janet E. Green, *Sec.* Active 28; Associate 2.
Teachers College at Oswego, Oswego, N. Y. Chapter Officers: William G. McGarvey, *Pres*; Helen Hagger, *Sec.* Active 20.
Teachers College at Plattsburg, Plattsburg, N. Y. Active 8.
Teachers College at Potsdam, Potsdam, N. Y. Active 5.
Upstate Medical Center, Syracuse, N. Y. Active 2.
New York University, New York, N. Y. Chapter Officers: Hollis Cooley, *Pres*; Timothy W. Costello, *Sec.* Active 347; Emeritus 7; Junior 3; Associate 6.
Newark College of Engineering, Newark, N. J. Active 19; Emeritus 1.
Newberry College, Newberry, S. C. Active 5.
Niagara University, Niagara Falls, N. Y. Active 3.
North Carolina, Agricultural and Technical College of, Greensboro, N. C. Active 13.
North Carolina College at Durham, Durham, N. C. Chapter Officer: C. Elwood Boulware, *Pres.* Active 18.
North Carolina State College of Agriculture and Engineering, Raleigh, N. C. Chapter Officers: Louis H. Swain, *Pres*; Stuart Noblin, *Sec.* Active 67; Emeritus 2; Associate 4.
North Carolina, University of, Chapel Hill, N. C. Chapter Officers: Claiborne S. Jones, *Pres*; Norman W. Mattis, *Sec.* Active 120; Emeritus 3.
North Carolina, The Woman's College of the University of, Greensboro, N. C. Chapter Officers: Alice C. Schriver, *Pres*; Esther Segner, *Sec.* Active 35; Emeritus 3.
North Central College, Naperville, Ill. Active 4.
North Dakota Agricultural College, Fargo, N. Dak. Chapter Officers: John A. Doubly, *Pres*; Loren D. Potter, *Sec.* Active 62; Emeritus 1; Associate 2.
North Dakota State Normal and Industrial College, Ellendale, N. Dak. Active 3.
North Dakota State Teachers College, Mayville, N. Dak. Active 1.
North Dakota State Teachers College, Minot, N. Dak. Chapter Officers: Hazel McCulloch, *Pres*; Ruth Norem, *Sec.* Active 37.
North Dakota State Teachers College, Valley City, N. Dak. Chapter Officers: Leo A. Frommelt, *Pres*; Lena Vangstad, *Sec.* Active 19.
North Dakota, University of, Grand Forks, N. Dak. Chapter Officers: William E. Koenker, *Pres*; Robert A. Caldwell, *Sec.* Active 109; Emeritus 5; Associate 1.
Northeastern State College, Tahlequah, Okla. Active 2; Associate 1.

- Northeastern University**, Boston, Mass. Active 11.
- Northern State Teachers College**, Aberdeen, S. Dak. Chapter Officers: Emeline L. Welsh, *Sec.* Active 18; Emeritus 1; Associate 1.
- Northwestern Lutheran Theological Seminary**, Minneapolis, Minn. Active 2.
- Northwestern State College**, Alva, Okla. Chapter Officers: Kristine K. Brown, *Pres*; Eva A. Wood, *Sec.* Active 30.
- Northwestern University**, Evanston, Ill. Chapter Officers: Ray A. Billington, *Pres*; Karl de Schweinitz, Jr., *Sec.* Active 286; Emeritus 18; Associate 5.
- Norwich University**, Northfield, Vt. Chapter Officers: William L. Edgerton, *Pres*; Richard M. McNeer, *Sec.* Active 16; Emeritus 2.
- Notre Dame, University of**, Notre Dame, Ind. Chapter Officers: Paul A. Montavon, *Pres*; Donald J. Lewis, *Sec.* Active 83; Junior 1.
- Oberlin College**, Oberlin, Ohio. Chapter Officers: Ralph H. Turner, *Pres*; Joseph R. Wood, *Sec.* Active 74; Emeritus 9.
- Occidental College**, Los Angeles, Calif. Chapter Officers: J. Donald Young, *Pres*; Frank L. Lambert, *Sec.* Active 36; Emeritus 3.
- Odessa College**, Odessa, Texas. Active 1.
- Oglethorpe University**, Oglethorpe University, Ga. Active 3.
- Ohio State University**, The, Columbus, Ohio. Chapter Officers: Ralph L. Dewey, *Pres*; Meno Lovenstein, *Sec.* Active 324; Emeritus 14; Junior 12; Associate 7.
- Ohio University**, Athens, Ohio. Chapter Officers: George T. LeBoutillier, *Pres*; Marguerite E. Appel, *Sec.* Active 124; Emeritus 4; Junior 1; Associate 1.
- Ohio Wesleyan University**, Delaware, Ohio. Chapter Officers: Harry P. Bahrlick, *Pres*; Mary Helen Fretts, *Sec.* Active 61; Emeritus 3; Associate 1.
- Oklahoma Agricultural and Mechanical College**, Stillwater, Okla. Chapter Officers: Joseph S. Vandiver, *Pres*; William B. Leake, *Sec.* Active 49; Emeritus 3.
- Oklahoma Agricultural and Mechanical College**, Eastern, Wilburton, Okla. Active 1.
- Oklahoma Agricultural and Mechanical College**, Northeastern, Miami, Okla. Active 1.
- Oklahoma Baptist University**, Shawnee, Okla. Active 7; Associate 1.
- Oklahoma City University**, Oklahoma City, Okla. Chapter Officer: Virgil F. Dougherty, *Sec.* Active 7.
- Oklahoma College for Women**, Chickasha, Okla. Active 2.
- Oklahoma Junior College**, Northern, Tonkawa, Okla. Associate 1.
- Oklahoma, University of**, Norman, Okla. Chapter Officers: Willis H. Bowen, *Pres*; Eunice Lewis, *Sec.* Active 157; Emeritus 4; Junior 4; Associate 3.
- Olympic College**, Bremerton, Wash. Active 12; Emeritus 1.
- Omaha, Municipal University of**, Omaha, Nebr. Chapter Officers: C. Glenn Lewis, *Pres*; Thomas N. Bonner, *Sec.* Active 25; Emeritus 2; Associate 2.
- Ontario Agricultural College**, Guelph, Ont. Active 1.
- Oregon College of Education**, Monmouth, Ore. Chapter Officers: Edgar H. Smith, *Pres*; Jack V. Edling, *Sec.* Active 27.
- Oregon College of Education**, Eastern, La Grande, Ore. Chapter Officers: Leonard F. Good, *Pres*; D. Helen Bliss, *Sec.* Active 17.
- Oregon College of Education**, Southern, Ashland, Ore. Chapter Officers: Alvin L. Fellers, *Pres*; Dorothy E. Stolp, *Sec.* Active 30; Associate 1.
- Oregon State College**, Corvallis, Ore. Chapter Officers: Roy B. Saunders, *Pres*; Phyllis Grant, *Sec.* Active 182; Emeritus 7; Associate 8.
- Oregon, University of**, Eugene, Ore. Chapter Officers: Frank G. Black, *Pres*; Roland Bartel, *Sec.* Active 197; Emeritus 6; Associate 1.
- Oregon, University of (Dental and Medical Schools)**, Portland, Ore. Active 9.
- Osteopathic Physicians and Surgeons, College of**, Los Angeles, Calif. Active 3.
- Ottawa University**, Ottawa, Kans. Active 1.
- Otterbein College**, Westerville, Ohio, Active 2.
- Ouachita Baptist College**, Arkadelphia, Ark. Active 1.
- Our Lady of Cincinnati College**, Edgecliff, Walnut Hills, Cincinnati, Ohio. Active 2.
- Our Lady of the Lake College**, San Antonio, Texas. Active 1.
- Pace College**, New York, N. Y. Chapter Officers: John C. Sherry, *Pres*; Alice Lewis, *Sec.* Active 41; Associate 2.
- Pacific College of the**, Stockton, Calif. Chapter Officers: George S. Ingebo, *Pres*; Kathleen Shannon, *Sec.* Active 40.
- Pacific Lutheran College**, Parkland, Wash. Chapter Officers: Magnus Nodtvedt, *Pres*; Burton T. Ostenson, *Sec.* Active 29.
- Pacific School of Religion**, Berkeley, Calif. Active 1.
- Pacific University**, Forest Grove, Ore. Chapter Officer: Myrtle F. Smith, *Sec.* Active 9; Junior 1.
- Paducah Junior College**, Paducah, Ky. Active 1.
- Palomar College**, San Marcos, Calif. Active 1.
- Pan-American College**, Edinburg, Texas. Active 11; Junior 1.
- Park College**, Parkville, Mo. Active 9; Emeritus 1.
- Parsons College**, Fairfield, Iowa. Active 3.
- Pasadena College**, Pasadena, Calif. Active 2.
- Peabody Institute of the City of Baltimore**, Baltimore, Md. Active 2.
- Pembroke State College**, Pembroke, N. C. Active 1.
- Pennsylvania Military College**, Chester, Pa. Chapter Officers: Russell C. Erb, *Pres*; Claude B. Helms, *Sec.* Active 10.
- Pennsylvania State Teachers College**, Bloomsburg, Pa. Active 5.
- Pennsylvania State Teachers College**, California, Pa. Chapter Officer: George S. Hart, *Sec.* Active 8.
- Pennsylvania State Teachers College**, Cheyney, Pa. Active 2.

- Pennsylvania State Teachers College, Clarion, Pa. Active 2.
- Pennsylvania State Teachers College, East Stroudsburg, Pa. Chapter Officers: Catherine A. Reimard, *Pres*; Katherine E. Griffith, *Sec*. Active 32; Associate 1.
- Pennsylvania State Teachers College, Edinboro, Pa. Active 11; Emeritus 1.
- Pennsylvania State Teachers College, Indiana, Pa. Chapter Officer: Edward W. Bieghler, *Pres*. Active 16; Associate 1.
- Pennsylvania State Teachers College, Kutztown, Pa. Chapter Officers: Gladys C. Mathias, *Pres*; Nicholas G. Stevens, *Sec*. Active 13.
- Pennsylvania State Teachers College, Lock Haven, Pa. Chapter Officers: Allen D. Patterson, *Pres*; Ruth M. Holmes, *Sec*. Active 10; Emeritus 1; Associate 1.
- Pennsylvania State Teachers College, Mansfield, Pa. Active 1.
- Pennsylvania State Teachers College, Millersville, Pa. Chapter Officers: Richard C. Keller, *Pres*; Dorothy Hughes, *Sec*. Active 24; Emeritus 2; Associate 1.
- Pennsylvania State Teachers College, Shippensburg, Pa. Chapter Officer: Etta C. Skene, *Pres*. Active 8.
- Pennsylvania State Teachers College, Slippery Rock, Pa. Active 12.
- Pennsylvania State Teachers College, West Chester, Pa. Active 6; Emeritus 1.
- Pennsylvania State University, University Park, Pa. Chapter Officers: Merwin W. Humphrey, *Pres*; Dorothy H. Veon, *Sec*. Active 444; Emeritus 21; Junior 3; Associate 2.
- Pennsylvania, University of, Philadelphia, Pa. Chapter Officers: Clark Byse, *Pres*; Bertram W. Zumeta, *Sec*. Active 249; Emeritus 19; Junior 5; Associate 5.
- Pennsylvania, Woman's Medical College of, Philadelphia, Pa. Active 4.
- Pfeiffer College, Misenheimer, N. C. Active 3.
- Philadelphia College of Pharmacy and Science, Philadelphia, Pa. Active 2.
- Philander Smith College, Little Rock, Ark. Chapter Officers: James D. Boyack, *Pres*; John R. Ewbank, *Sec*. Active 12.
- Phillips University, Enid, Okla. Active 1; Emeritus 1.
- Phoenix College, Phoenix, Ariz. Chapter Officer: K. Dale, *Pres*. Active 17.
- Pikeville College, Pikeville, Ky. Active 2.
- Pine Manor Junior College, Wellesley, Mass. Active 1.
- Pittsburgh, University of, Pittsburgh, Pa. Chapter Officers: Donald L. Cleland, *Pres*; Robert P. Newman, *Sec*. Active 223; Emeritus 8; Associate 2.
- Plymouth Teachers College, Plymouth, N. H. Active 6.
- Polytechnic Institute of Puerto Rico, San German, Puerto Rico. Active 12.
- Pomona College, Claremont, Calif. See Claremont Colleges.
- Portland State College, Portland, Ore. Chapter Officers: Carelton G. Fanger, *Pres*; Ruth S. Lottridge, *Sec*. Active 69; Associate 2.
- Portland, University of, Portland, Ore. Chapter Officer: Merle A. Starr, *Pres*. Active 14; Emeritus 1.
- Prairie View Agricultural and Mechanical College, Prairie View, Tex. Active 14.
- Pratt Institute, Brooklyn, N. Y. Chapter Officers: Roland E. Partridge, *Pres*; Pauline Pfeiffer, *Sec*. Active 40; Associate 3.
- Presbyterian College, Clinton, S. C. Active 1.
- Princeton University, Princeton, N. J. Chapter Officers: Carlos H. Baker, *Pres*; Charles G. Sellers, Jr., *Sec*. Active 93; Emeritus 12; Associate 5.
- Principia College, The, Elmhurst, Ill. Chapter Officer: Robert C. McClair, *Pres*. Active 7.
- Providence College, Providence, R. I. Active 1.
- Pueblo Junior College, Pueblo, Colo. Active 1.
- Puerto Rico, University of, Rio Piedras, Puerto Rico. Chapter Officers: William Sinz, *Pres*; Julia M. Guzman, *Sec*. Active 42; Associate 1.
- Puget Sound College of, Tacoma, Wash. Chapter Officers: John T. Lantz, *Pres*; Shirley M. Bowing, *Sec*. Active 36; Emeritus 2.
- Purdue University, Lafayette, Ind. Chapter Officers: John Dyer-Bennet, *Pres*; Margaret M. Sullivan, *Sec*. Active 273; Emeritus 9; Junior 5; Associate 2.
- Queens College, Flushing, N. Y. Chapter Officers: Wilbur E. Gilman, *Pres*; Helen F. Storen, *Sec*. Active 122; Associate 1.
- Queens College, Charlotte, N. C. Chapter Officers: Earl F. Berg, *Pres*; Summers Tarlton, *Sec*. Active 9; Emeritus 1.
- Quincy College, Quincy, Ill. Active 2.
- Randolph-Macon College, Ashland, Va. Active 2.
- Randolph-Macon Woman's College, Lynchburg, Va. Chapter Officers: J. Kenneth Morland, *Pres*; Helene M. Crooks, *Sec*. Active 37; Emeritus 3; Associate 1.
- Redlands, University of, Redlands, Calif. Chapter Officers: William J. Klausner, *Pres*; Mary W. Coulter, *Sec*. Active 37; Emeritus 2; Junior 1; Associate 2.
- Reed College, Portland, Ore. Chapter Officers: Burrows Hunt, *Pres*; Alan L. Logan, *Sec*. Active 32; Associate 1.
- Regis College, Weston, Mass. Active 3.
- Rensselaer Polytechnic Institute, Troy, N. Y. Chapter Officers: Robert E. Whallon, *Pres*; William R. Birge, *Sec*. Active 27.
- Rhode Island College of Education, Providence, R. I. Chapter Officer: Mary M. Keefe, *Pres*. Active 8.
- Rhode Island College of Pharmacy, Providence, R. I. Active 2.
- Rhode Island School of Design, Providence, R. I. Active 1.
- Rhode Island, University of, Kingston, R. I. Chapter Officers: Lawrence E. Bretsch, *Pres*; Edward B. Hogan, *Sec*. Active 93; Emeritus 3; Junior 6; Associate 4.
- Rice Institute, Houston, Tex. Chapter Officer: Alan D. McKillop, *Pres*. Active 23; Emeritus 3; Associate 2.
- Richmond, University of, Richmond, Va. Active 11.

- Rider College**, Trenton, N. J. Chapter Officers: Laurence Eisenlohr, *Pres*; Alfred K. Brown, *Sec*. Active 27.
- Ripon College**, Ripon, Wis. Chapter Officers: George H. Miller, *Pres*; H. R. Cort, Jr., *Sec*. Active 18; Emeritus 1; Associate 2.
- Riverside College**, Riverside, Calif. Chapter Officer: Cecil E. Stalder, *Pres*. Active 5; Emeritus 1.
- Roanoke College**, Salem, Va. Active 6; Associate 1.
- Robert College**, Istanbul, Turkey. Active 5; Associate 1.
- Rochester Institute of Technology**, Rochester, N. Y. Active 2.
- Rochester, University of**, Rochester, N. Y. Chapter Officers: James K. Scott, *Pres*; Frances L. Horler, *Sec*. Active 87; Emeritus 5; Junior 2; Associate 1.
- Rockford College and Rockford Men's College**, Rockford, Ill. Chapter Officers: Atwood Hudson, *Pres*; Editha Underhill, *Sec*. Active 17; Emeritus 2; Associate 1.
- Rollins College**, Winter Park, Fla. Chapter Officers: George Sauter, *Pres*; Flora L. Magoun, *Sec*. Active 23; Emeritus 1; Associate 2.
- Roosevelt University**, Chicago, Ill. Chapter Officers: Robert C. Cosbey, *Pres*; Katherine M. Carroll, *Sec*. Active 43; Emeritus 1; Junior 1; Associate 2.
- Rosary College**, River Forest, Ill. Active 2.
- Rose Polytechnic Institute**, Terre Haute, Ind. Chapter Officer: Robert D. Strum, *Pres*. Active 13; Emeritus 1.
- Rosemont College**, Rosemont, Pa. Active 1.
- Russell Sage College**, Troy, N. Y. Chapter Officers: Isabelle W. Taylor, *Pres*; Robert F. Smith, *Sec*. Active 27; Emeritus 3; Associate 1.
- Rutgers University**, New Brunswick, N. J. Chapter Officers: Charles A. Whitmer, *Pres*; Isabel Dimmick, *Sec*. Active 178; Emeritus 8; Associate 2.
- Rutgers University (The Newark Colleges)**, Newark, N. J. Chapter Officers: C. Willard Heckel, *Pres*; Clarence C. Ferguson, Jr., *Sec*. Active 48; Associate 3.
- Sacramento Junior College**, Sacramento, Calif. Chapter Officers: Howard C. Day, *Pres*; Catherine C. Patterson, *Sec*. Active 12.
- Sacramento State College**, Sacramento, Calif. Chapter Officer: J. Merritt Winans, *Pres*. Active 49.
- St. Ambrose College**, Davenport, Iowa. Active 3.
- St. Augustine's College**, Raleigh, N. C. Active 1.
- St. Bonaventure University**, St. Bonaventure, N. Y. Active 7.
- St. Francis College**, Loretto, Pa. Active 1.
- St. John's College**, Annapolis, Md. Active 1; Emeritus 2.
- St. John's University**, Collegeville, Minn. Active 7.
- St. John's University**, Brooklyn, N. Y. Chapter Officer: George F. Monahan, *Sec*. Active 23.
- St. John's University (School of Commerce)**, Brooklyn, N. Y. Active 9.
- St. Joseph College**, West Hartford, Conn. Active 6.
- St. Joseph College**, Emmitsburg, Md. Active 1.
- St. Joseph's College**, Collegeville, Ind. Active 1.
- St. Joseph's College**, Philadelphia, Pa. Active 3.
- St. Joseph's College for Women**, Brooklyn, N. Y. Active 1.
- St. Lawrence University**, Canton, N. Y. Chapter Officers: Gilbert E. Moos, *Pres*; Edward Clark, *Sec*. Active 39; Associate 2.
- St. Louis College of Pharmacy and Allied Sciences**, St. Louis, Mo. Active 1.
- St. Louis University**, St. Louis, Mo. Active 25; Emeritus 1; Junior 1; Associate 1.
- St. Mary-of-the-Wasatch College**, of Salt Lake City, Utah. Active 1.
- St. Mary-of-the-Woods College**, St. Mary-of-the-Woods, Ind. Active 3.
- St. Mary's College**, Notre Dame, Ind. Active 1; Associate 1.
- St. Mary's College**, Winona, Minn. Active 1.
- St. Mary's College of California**, St. Mary's College, Calif. Chapter Officer: Victor C. Ferkiss, *Pres*. Active 13.
- St. Michael's College**, Winooski, Vt. Active 3.
- St. Norbert College**, West De Pere, Wis. Active 1.
- St. Olaf College**, Northfield, Minn. Chapter Officers: Clifford A. Hauberg, *Pres*; F. Marian Walker, *Sec*. Active 55.
- St. Peter's College**, Jersey City, N. J. Active 2.
- St. Teresa, College of**, Winona, Minn. Active 4.
- St. Thomas, College of**, St. Paul, Minn. Chapter Officers: Anthony L. Chiuminatto, *Pres*; John L. Doll, *Sec*. Active 13.
- St. Vincent College**, Latrobe, Pa. Active 2.
- St. Xavier College**, Chicago, Ill. Active 1.
- Salem College**, Winston-Salem, N. C. Active 3; Emeritus 1.
- Sam Houston State Teachers College**, Huntsville, Texas. Active 6.
- San Angelo College**, San Angelo, Texas. Active 1.
- San Antonio College**, San Antonio, Texas. Active 17.
- San Bernardino Valley College**, San Bernardino, Calif. Chapter Officer: Grace Baumgartner, *Sec*. Active 8; Junior 1.
- San Diego Junior College**, San Diego, Calif. Active 6.
- San Diego State College**, San Diego, Calif. Chapter Officers: Kramer J. Rohlfleisch, *Pres*; William McBlair, *Sec*. Active 111; Emeritus 2; Associate 3.
- San Francisco, City College of**, San Francisco, Calif. Chapter Officers: Robert P. Utter, *Pres*; Leah L. Cooper, *Sec*. Active 32; Emeritus 1.
- San Francisco College for Women**, San Francisco, Calif. Active 4.
- San Francisco State College**, San Francisco, Calif. Chapter Officers: Frank L. Fenton, *Pres*; Mary MacWilliam, *Sec*. Active 56; Emeritus 2; Junior 2; Associate 1.
- San Francisco, University of**, San Francisco, Calif. Active 10.
- San Jose State College**, San Jose, Calif.

- Chapter Officers: Verne James, *Pres*; Lew Girdler, *Sec.* Active 81.
- San Mateo, College of**, San Mateo, Calif. Active 3.
- Santa Ana College**, Santa Ana, Calif. Active 1.
- Santa Barbara Junior College**, Santa Barbara, Calif. Active 1.
- Santa Clara, University of**, Santa Clara, Calif. Active 3.
- Santa Monica City College**, Santa Monica, Calif. Chapter Officers: Hillis Brown, *Pres*; Margaret F. Baird, *Sec.* Active 18.
- Santa Rosa Junior College**, Santa Rosa, Calif. Active 1.
- Sarah Lawrence College**, Bronxville, N. Y. Chapter Officers: Charlotte Houtermans, *Pres*; Ermine Stone, *Sec.* Active 18.
- Savannah State College**, Savannah, Ga. Active 9.
- Scranton, University of**, Scranton, Pa. Active 9.
- Scripps College**, Claremont, Calif. See Claremont Colleges.
- Seattle Pacific College**, Seattle, Wash. Active 2.
- Seattle University**, Seattle, Wash. Active 1; Associate 1.
- Seton Hall University**, South Orange, N. J. Active 16.
- Seton Hill College**, Greensburg, Pa. Chapter Officers: Helen V. Irwin, *Pres*; Margaret Garrity, *Sec.* Active 4.
- Shasta College**, Redding, Calif. Chapter Officers: Roy Hudson, *Pres*; Michael Grayben, *Sec.* Active 2.
- Shaw University**, Raleigh, N. C. Active 5.
- Shenandoah College and Shenandoah Conservatory of Music**, Dayton, Va. Chapter Officer: Glen C. Law, *Pres.* Active 3.
- Shepherd College**, Shepherdstown, W. Va. Chapter Officers: Fred B. Edgell, *Pres*; Mary F. Dunstan, *Sec.* Active 24; Associate 1.
- Shorter College**, Rome, Ga. Active 3; Emeritus 2.
- Simmons College**, Boston, Mass. Chapter Officers: Donald K. Beckley, *Pres*; Virginia L. Bratton, *Sec.* Active 36; Emeritus 4.
- Simpson College**, Indianola, Iowa. Active 4; Associate 1.
- Skidmore College**, Saratoga Springs, N. Y. Chapter Officers: Henry C. Galant, *Pres*; Priscilla M. Greeley, *Sec.* Active 44; Emeritus 3.
- Smith College**, Northampton, Mass. Chapter Officers: Clifford R. Bragdon, *Pres*; Henry L. Miller, Jr., *Sec.* Active 44; Emeritus 10; Associate 1.
- South, University of the**, Sewanee, Tenn. Active 15; Emeritus 1; Associate 1.
- South Carolina, Medical College of**, Charleston, S. C. Active 4.
- South Carolina State College**, Orangeburg, S. C. Active 8; Associate 1.
- South Carolina, University of**, Columbia, S. C. Chapter Officer: Arthur E. Fourier, *Pres.* Active 87; Junior 1.
- South Dakota School of Mines and Technology**, Rapid City, S. Dak. Active 2; Associate 1.
- South Dakota State College of Agriculture and Mechanic Arts**, Brookings, S. Dak. Chapter Officer: Donald E. Kratochvil, *Sec.* Active 52; Junior 1.
- South Dakota, University of**, Vermillion, S. Dak. Chapter Officers: Vincent E. Montgomery, *Pres*; Sherwood P. Cummings, *Sec.* Active 60; Emeritus 3.
- Southeastern State College**, Durant, Okla. Active 9; Associate 1.
- Southern Baptist Theological Seminary**, Louisville, Ky. Active 1.
- Southern California, University of**, Los Angeles, Calif. Chapter Officers: E. Kent Springer, *Pres*; Carl Q. Christol, *Sec.* Active 205; Emeritus 11; Junior 2; Associate 3.
- Southern College of Optometry**, Memphis, Tenn. Active 2.
- Southern Methodist University**, Dallas, Tex. Chapter Officers: John M. Glowacki, *Pres*; Don E. Edmondson, *Sec.* Active 72; Associate 2.
- Southern State College**, Magnolia, Ark. Chapter Officers: Stanley R. Rolnick, *Pres*; John A. Smart, *Sec.* Active 24.
- Southern State Teachers College**, Springfield, S. Dak. Active 2.
- Southern University and Agricultural and Mechanical College**, Baton Rouge, La. Active 16.
- Southwestern at Memphis**, Memphis, Tenn. Active 3; Associate 2.
- Southwestern College**, Winfield, Kans. Active 4; Associate 1.
- Southwestern State College**, Weatherford, Okla. Active 1.
- Southwestern University**, Georgetown, Texas. Active 5.
- Spelman College**, Atlanta, Ga. Active 5.
- Spring Hill College**, Spring Hill, Ala. Active 1.
- Springfield College**, Springfield, Mass. Chapter Officers: Edward J. Sims, *Pres*; Arthur Blumberg, *Sec.* Active 11.
- Stanford University**, Stanford, Calif. Chapter Officers: Daniel Mendelowitz, *Pres*; Lawrence G. Thomas, *Sec.* Active 189; Emeritus 22; Associate 1.
- Stephen F. Austin State College**, Nacogdoches, Texas. Active 15.
- Stephens College**, Columbia, Mo. Active 20; Associate 2.
- Stetson University**, DeLand, Fla. Chapter Officers: Gilbert L. Lyan, *Pres*; Maxine L. Patterson, *Sec.* Active 23; Emeritus 1; Associate 1.
- Stevens Institute of Technology**, Hoboken, N. J. Active 5.
- Stout State College**, Menomonie, Wis. Chapter Officers: Herbert A. Anderson, *Pres*; Ellen F. Nelson, *Sec.* Active 18; Emeritus 1; Associate 1.
- Suffolk University**, Boston, Mass. Active 1.
- Sul Ross State College**, Alpine, Texas. Active 6.
- Sullins College**, Bristol, Va. Active 2.
- Susquehanna University**, Selingsgrove, Pa. Active 15.
- Swarthmore College**, Swarthmore, Pa. Chapter Officers: John D. McCrumm, *Pres*; Hilde D. Cohn, *Sec.* Active 58; Associate 2.
- Sweet Briar College**, Sweet Briar, Va. Chapter Officer: G. Noble Gilpin, *Pres.* Active 36; Emeritus 4; Associate 2.

- Syracuse University**, Syracuse, N. Y. Chapter Officers: George L. Bird, *Pres*; Florence Van Huesen, *Sec.* Active 324; Emeritus 18; Junior 21; Associate 3.
- Syracuse University (Utica College)**, Utica, N. Y. Chapter Officers: Thomas F. O'Donnell, *Pres*; Rosemary E. Ullrich, *Sec.* Active 24; Associate 1.
- Talladega College**, Talladega, Ala. Active 7.
- Tampa, University of**, Tampa, Fla. Active 16.
- Tarleton State College**, Stephenville, Tex. Active 3.
- Taylor University**, Upland, Ind. Active 2; Associate 1.
- Temple University**, Philadelphia, Pa. Chapter Officers: David H. Webster, *Pres*; Jacob W. Gruher, *Sec.* Active 139; Emeritus 5; Associate 2.
- Tennessee Agricultural and Industrial State University**, Nashville, Tenn. Active 9.
- Tennessee Polytechnic Institute**, Cookeville, Tenn. Active 3.
- Tennessee State College, East**, Johnson City, Tenn. Active 15; Associate 1.
- Tennessee State College, Middle**, Murfreesboro, Tenn. Chapter Officers: Norman L. Parks, *Pres*; Lane L. Boutwell, *Sec.* Active 34; Associate 1.
- Tennessee, University of**, Knoxville, Tenn. Chapter Officers: Charles W. Keenan, *Pres*; Rena Josie, *Sec.* Active 177; Emeritus 1; Associate 1.
- Tennessee Wesleyan College**, Athens, Tenn. Active 1; Associate 1.
- Texas, Agricultural and Mechanical College of**, College Station, Texas. Chapter Officers: Sidney O. Brown, *Pres*; Walter S. Manning, *Sec.* Active 85; Emeritus 1; Associate 3.
- Texas Christian University**, Fort Worth, Texas. Active 20; Emeritus 1; Associate 1.
- Texas College of Arts and Industries**, Kingsville, Texas. Active 18; Emeritus 2.
- Texas Lutheran College**, Seguin, Texas. Active 1.
- Texas Southern University**, Houston, Texas. Active 10.
- Texas State College, North**, Denton, Texas. Chapter Officers: Martin Shockley, *Pres*; Florence Cullin, *Sec.* Active 63; Associate 3.
- Texas State College, West**, Canyon, Texas. Active 4; Associate 1.
- Texas State College for Women**, Denton, Texas. Chapter Officers: Evelyn K. Dillon, *Pres*; Bethel M. Caster, *Sec.* Active 47; Emeritus 3; Associate 1.
- Texas State Teachers College, East**, Commerce, Texas. Chapter Officer: Myrtice Pledger, *Sec.* Active 16; Associate 1.
- Texas State Teachers College, Southwest**, San Marcos, Texas. Active 14; Associate 1.
- Texas Technological College**, Lubbock, Texas. Chapter Officer: Archie L. Leonard, *Pres*; Active 41; Emeritus 3; Junior 1; Associate 1.
- Texas, University of**, Austin, Texas. Chapter Officers: Alfred L. Seelye, *Pres*; Oscar E. Mauer, Jr., *Sec.* Active 174; Emeritus 6; Associate 4.
- Texas, University of (Dental Branch)**, Houston, Texas. Chapter Officers: Henry Browning, *Pres*; Ozro B. Wiswell, *Sec.* Active 16.
- Texas, University of (Medical School)**, Galveston, Texas. Active 8.
- Texas, University of (Southwestern Medical School)**, Dallas, Texas. Active 4; Emeritus 1.
- Texas, University of (Texas Western College)**, El Paso, Texas. Active 8; Junior 1.
- Texas Wesleyan College**, Ft. Worth, Texas. Active 4.
- Thiel College**, Greenville, Pa. Active 6; Associate 2.
- Tift College**, Forsyth, Ga. Active 2.
- Toledo, University of**, Toledo, Ohio. Chapter Officers: Norma F. Stolzenbach, *Pres*; B. W. Stevenson, *Sec.* Active 81; Emeritus 4; Associate 6.
- Toronto, University of**, Toronto, Ont. Active 7; Junior 1.
- Transylvania College**, Lexington, Ky. Active 11; Emeritus 1.
- Trinity College**, Hartford, Conn. Chapter Officers: D. G. Brinton Thompson, *Pres*; Eugene W. Davis, *Sec.* Active 44; Emeritus 4; Associate 1.
- Trinity College**, Washington, D. C. Active 7.
- Trinity University**, San Antonio, Texas. Chapter Officers: Frances K. Hendricks, *Pres*; Donald E. Everett, *Sec.* Active 30.
- Tufts University**, Medford, Mass. Chapter Officers: Ruth Whittredge, *Pres*; Dawson G. Fulton, *Sec.* Active 86; Emeritus 6; Associate 3.
- Tulane University of Louisiana**, New Orleans, La. Chapter Officers: Abram Amsel, *Pres*; Howard G. Schaller, *Sec.* Active 156; Emeritus 4; Junior 2.
- Tulsa, University of**, Tulsa, Okla. Active 33; Emeritus 1.
- Tusculum College**, Greeneville, Tenn. Active 2; Junior 1.
- Tuskegee Institute**, Tuskegee, Ala. Active 14.
- Tyler Junior College**, Tyler, Texas. Active 2.
- Union College**, Barbourville, Ky. Chapter Officers: Charles W. Simms, *Pres*; Rena Miliken, *Sec.* Active 7; Associate 1.
- Union College and University**, Schenectady, N. Y. Chapter Officers: A. H. Fox, *Pres*; Alan Nelson, *Sec.* Active 71; Emeritus 8.
- Union Theological Seminary**, New York, N. Y. Active 2.
- Union University**, Jackson, Tenn. Active 8.
- United States Coast Guard Academy**, New London, Conn. Active 2.
- United States Merchant Marine Academy**, King's Point, N. Y. Active 27.
- United States Military Academy**, West Point, N. Y. Active 2.
- United States Naval Academy**, Annapolis, Md. Active 9; Emeritus 3.
- United States Naval Postgraduate School**, Monterey, Calif. Chapter Officers: Gilbert F. Kinney, *Pres*; A. Boyd Mewborn, *Sec.* Active 38; Emeritus 1.
- Upper Iowa University**, Fayette, Iowa. Active 6.

- Upsala College**, East Orange, N. J. Chapter Officers: Donald A. Sears, *Pres*; Donald K. McKee, *Sec.* Active 55; Emeritus 1; Associate 1.
- Ursinus College**, Collegeville, Pa. Chapter Officer: Helen Garrett, *Sec.* Active 20; Emeritus 2.
- Utah, College of Southern**, Cedar City, Utah. Active 8.
- Utah State Agricultural College**, Logan, Utah. Chapter Officer: Burrell Hansen, *Pres.* Active 50; Emeritus 3.
- Utah, University of**, Salt Lake City, Utah. Chapter Officers: William P. Kent, *Pres*; Ralph Thomson, *Sec.* Active 124; Emeritus 7.
- Valdosta State College**, Valdosta, Ga. Chapter Officer: Harold S. Gulliver, *Pres.* Active 7.
- Vallejo Junior College**, Vallejo, Calif. Active 1.
- Valparaiso University**, Valparaiso, Ind. Active 3.
- Vanderbilt University**, Nashville, Tenn. Chapter Officers: Josef Rysan, *Pres*; Gilbert W. Meier, *Sec.* Active 38; Emeritus 1; Junior 1; Associate 1.
- Vassar College**, Poughkeepsie, N. Y. Active 76; Emeritus 14; Associate 1.
- Vermont Junior College**, Montpelier, Vt. Active 1.
- Vermont, University of, and State Agricultural College**, Burlington, Vt. Chapter Officers: Samuel M. Bogorad, *Pres*; Willard A. Fletcher, *Sec.* Active 59; Emeritus 11; Junior 1; Associate 3.
- Villanova University**, Villanova, Pa. Chapter Officers: Vito J. DiVincenzo, *Pres*; Frederick M. Burgess, *Sec.* Active 42.
- Virginia Intermont College**, Bristol, Va. Active 1.
- Virginia, Medical College of**, Richmond, Va. Chapter Officers: Jesse H. Weatherby, *Pres*; Leslie E. Edwards, *Sec.* Active 17; Emeritus 1.
- Virginia Military Institute**, Lexington, Va. Active 4; Emeritus 1; Associate 1.
- Virginia Polytechnic Institute**, Blacksburg, Va. Chapter Officers: Edward A. Hancock, *Pres*; William L. Gibson, Jr., *Sec.* Active 52; Emeritus 1; Associate 2.
- Virginia Polytechnic Institute (Radford College)**, Radford, Va. Active 18; Associate 1.
- Virginia State College**, Petersburg, Va. Chapter Officers: Clarence C. Gray, III, *Pres*; Mary W. Neugent, *Sec.* Active 34; Emeritus 1; Junior 1.
- Virginia State College (Norfolk Branch)**, Norfolk, Va. Chapter Officers: Roy A. Wood, *Pres*; Thelma B. Watson, *Sec.* Active 21; Junior 2.
- Virginia Union University**, Richmond, Va. Active 7; Emeritus 1.
- Virginia, University of**, Charlottesville, Va. Chapter Officers: James Hart, *Pres*; Irby B. Cauthen, Jr., *Sec.* Active 98; Emeritus 2; Junior 2; Associate 3.
- Virginia, University of (Mary Washington College)**, Fredericksburg, Va. Chapter Officers: Stanley F. Bulley, *Pres*; Mildred Cates, *Sec.* Active 46.
- Wabash College**, Crawfordsville, Ind. Chapter Officers: John F. Charles, *Pres*; Victor M. Powell, *Sec.* Active 22; Associate 1.
- Wagner Lutheran College**, Staten Island, N. Y. Chapter Officers: Virgil Markham, *Pres*; Johann Schulz, *Sec.* Active 42.
- Wake Forest College**, Winston-Salem, N. C. Chapter Officers: Dalma A. Brown, *Pres*; John E. Parker, Jr., *Sec.* Active 23; Emeritus 1.
- Wartburg College**, Waverly, Iowa. Active 7.
- Washburn University of Topeka**, Topeka, Kans. Chapter Officers: Richard M. Godlove, *Pres*; Margaret Southworth, *Sec.* Active 37; Emeritus 2.
- Washington College**, Chestertown, Md. Active 9; Emeritus 2; Associate 1.
- Washington College of Education, Central**, Ellensburg, Wash. Chapter Officers: Edmund L. Lind, *Pres*; John P. Allen, *Sec.* Active 49; Emeritus 1; Associate 3.
- Washington College of Education, Eastern**, Cheney, Wash. Chapter Officers: William R. Dell, *Pres*; Mabel L. Bright, *Sec.* Active 26.
- Washington College of Education, Western**, Bellingham, Wash. Chapter Officers: Howard J. Critchfield, *Pres*; Herbert R. Hearsey, *Sec.* Active 18; Emeritus 3.
- Washington, State College of**, Pullman, Wash. Chapter Officers: Richard D. Daugherty, *Pres*; Winifred Knox, *Sec.* Active 140; Emeritus 5; Junior 3; Associate 1.
- Washington and Jefferson College**, Washington, Pa. Chapter Officer: John A. Modrick, *Sec.* Active 26; Emeritus 3.
- Washington and Lee University**, Lexington, Va. Active 5; Emeritus 1.
- Washington University**, St. Louis, Mo. Chapter Officers: William Ringler, *Pres*; Homer C. Bishop, *Sec.* Active 135; Emeritus 8; Junior 5; Associate 2.
- Washington, University of**, Seattle, Wash. Chapter Officers: Arnold Stein, *Pres*; Frederick S. Hulise, *Sec.* Active 249; Emeritus 22; Associate 5.
- Wayne State University**, Detroit, Mich. Chapter Officers: Edwin B. Smith, *Pres*; Max Mark, *Sec.* Active 194; Emeritus 1; Junior 4; Associate 4.
- Waynesburg College**, Waynesburg, Pa. Active 8; Emeritus 2.
- Webb Institute of Naval Architecture**, Glen Cove, N. Y. Active 2.
- Wellesley College**, Wellesley, Mass. Chapter Officers: Katherine C. Balderston, *Pres*; Joseph L. Sullivan, *Sec.* Active 70; Emeritus 8; Associate 2.
- Wells College**, Aurora, N. Y. Chapter Officers: Robert G. Marshall, *Pres*; Lynn Kirtland, *Sec.* Active 27; Emeritus 2.
- Wenatchee Junior College**, Wenatchee, Wash. Active 1.
- Wesleyan College**, Macon, Ga. Active 3; Emeritus 3.
- Wesleyan University**, Middletown, Conn. Chapter Officer: Louis Q. Mink, *Pres.* Active 55; Emeritus 6.
- West Liberty State College**, West Liberty, W. Va. Chapter Officers: Emil A. Holz, *Pres*; Vivian R. Boughter, *Sec.* Active 15.
- West Virginia Institute of Technology**, Montgomery, W. Va. Active 14.

- West Virginia State College, Institute,** W. Va. Chapter Officer: Neal Riden, Jr., *Pres.* Active 15; Associate 1.
- West Virginia University,** Morgantown, W. Va. Chapter Officers: Armand E. Singer, *Pres.*; Charles P. Yost, *Sec.* Active 81; Emeritus 1; Associate 2.
- West Virginia Wesleyan College,** Buckhannon, W. Va. Chapter Officer: S. A. Small, *Pres.* Active 18; Emeritus 2; Associate 1.
- Westbrook Junior College,** Portland, Maine. Active 1.
- Western Carolina College,** Cullowhee, N. C. Active 4.
- Western College for Women,** Oxford, Ohio. Chapter Officers: Ruth Limmer, *Pres.*; Margaret A. Barrier, *Sec.* Active 29; Emeritus 1; Associate 1.
- Western Maryland College,** Westminster, Md. Chapter Officers: Reuben S. Holthaus, *Pres.*; Jean Kerschner, *Sec.* Active 25; Emeritus 1; Associate 1.
- Western Ontario, University of,** London, Ont. Active 12.
- Western Reserve University,** Cleveland, Ohio. Chapter Officers: Arvel B. Erickson, *Pres.*; Lawrence W. Kuhl, *Sec.* Active 155; Emeritus 11; Junior 2; Associate 9.
- Westmar College,** Le Mars, Iowa. Chapter Officers: Merrill C. Davis, *Pres.*; Rose Hoevet, *Sec.* Active 18.
- Westminster College,** Fulton, Mo. Active 4.
- Westminster College,** New Wilmington, Pa. Chapter Officer: Paul E. Brown, *Pres.* Active 20; Emeritus 2; Associate 1.
- Westminster College,** Salt Lake City, Utah. Active 1.
- Wheaton College,** Wheaton, Ill. Active 1.
- Wheaton College,** Norton, Mass. Chapter Officers: Maud A. Marshall, *Pres.*; Nancy P. Norton, *Sec.* Active 31; Emeritus 3.
- Wheelock College,** Boston, Mass. Active 6; Emeritus 1.
- Whitman College,** Walla Walla, Wash. Chapter Officer: Richard H. Clem, *Sec.* Active 17; Emeritus 3.
- Whittier College,** Whittier, Calif. Active 13; Emeritus 1; Associate 1.
- Whitworth College,** Spokane, Wash. Active 3.
- Wichita, University of,** Wichita, Kans. Chapter Officers: Vergil A. Shipley, *Pres.*; Henry H. Malone, *Sec.* Active 63; Emeritus 1.
- Wilkes College,** Wilkes-Barre, Pa. Chapter Officers: Elwood Disque, *Pres.*; George F. Elliot, *Sec.* Active 16.
- Willamette University,** Salem, Ore. Chapter Officer: Murco Ringnalds, *Pres.* Active 20; Emeritus 2; Associate 2.
- William and Mary, College of,** Williamsburg, Va. Chapter Officers: Fraser Nieman, *Pres.*; Howard Stone, *Sec.* Active 44; Emeritus 1; Associate 2.
- William and Mary, College of (Norfolk Division),** Norfolk, Va. Chapter Officer: Elizabeth M. Simcoe, *Sec.* Active 15.
- William and Mary, College of (Richmond Professional Institute),** Richmond, Va. Chapter Officers: John T. Hilton, *Pres.*; Evelyn Cochran, *Sec.* Active 21.
- William Jewell College,** Liberty, Mo. Active 6.
- William Woods College,** Fulton, Mo. Active 1.
- Williams College,** Williamstown, Mass. Chapter Officer: William G. Cole, *Pres.* Active 33; Emeritus 4; Associate 1.
- Willimatic State Teachers College,** Willimatic, Conn. Active 9.
- Wilmington College,** Wilmington, Ohio. Active 5.
- Wilson College,** Chambersburg, Pa. Active 10; Emeritus 1.
- Winston-Salem Teachers College,** Winston-Salem, N. C. Active 1.
- Winthrop College,** Rock Hill, S. C. Chapter Officers: Allen D. Edwards, *Pres.*; Dorothy Jones, *Sec.* Active 27; Emeritus 2.
- Wisconsin State College, Eau Claire,** Wis. Chapter Officers: Lee O. Hench, *Pres.*; Lillian Bahr, *Sec.* Active 28; Emeritus 1; Associate 1.
- Wisconsin State College, LaCrosse,** Wis. Chapter Officers: Emerson G. Wulling, *Pres.*; Arnold I. Temte, *Sec.* Active 14.
- Wisconsin State College, Oshkosh,** Wis. Active 3.
- Wisconsin State College, Platteville,** Wis. Associate 1.
- Wisconsin State College, River Falls,** Wis. Chapter Officers: Charles J. Graham, *Pres.*; Richard A. Cooklock, *Sec.* Active 28; Associate 1.
- Wisconsin State College, Stevens Point,** Wis. Active 4.
- Wisconsin State College, Superior,** Wis. Active 8.
- Wisconsin State College, Whitewater,** Wis. Chapter Officers: Henry A. De Wind, *Pres.*; Hildegard Kuse, *Sec.* Active 21.
- Wisconsin, University of,** Madison, Wis. Chapter Officers: Louis Kaplan, *Pres.*; Robert L. Clodius, *Sec.* Active 262; Emeritus 19; Junior 2; Associate 6.
- Wisconsin-Milwaukee, University of,** Milwaukee, Wis. Chapter Officers: Irwin D. Rinder, *Pres.*; Florence L. Walzl, *Sec.* Active 53.
- Wittenberg College,** Springfield, Ohio. Chapter Officers: Howard E. Maurer, *Pres.*; Paul K. Glascoe, *Sec.* Active 22; Emeritus 1; Associate 1.
- Wofford College,** Spartanburg, S. C. Active 6.
- Wooster, College of,** Wooster, Ohio. Chapter Officers: F. James Davis, *Pres.*; Charles L. Adams, *Sec.* Active 33; Emeritus 2.
- Worcester Polytechnic Institute,** Worcester, Mass. Chapter Officer: Louis P. Granath, *Sec.* Active 11; Emeritus 2.
- Wyoming, University of,** Laramie, Wyo. Chapter Officer: Gale W. McGee, *Pres.* Active 48; Emeritus 6; Associate 4.
- Xavier University,** New Orleans, La. Active 9.
- Xavier University,** Cincinnati, Ohio. Active 4.
- Yakima Valley Junior College,** Yakima, Wash. Chapter Officers: Vera Johnson, *Pres.*; Robert S. Seamons, *Sec.* Active 9.
- Yale University,** New Haven, Conn. Chapter Officers: August B. Hollingshead, *Pres.*; George A. Schrader, Jr., *Sec.* Active 100; Emeritus 16; Junior 2; Associate 3.

Yankton College, Yankton, S. Dak. Chapter Officers: J. Laiten Weed, *Pres*; James H. Cobb, *Sec*. Active 25; Junior 1.
Yeshiva University, New York, N. Y. Chapter Officers: Meyer Atlas, *Pres*; Seymour

Lainoff, *Sec*. Active 30; Emeritus 1; Associate 2.
Youngstown University, The, Youngstown, Ohio. Chapter Officers: Eugene D. Scudder, *Pres*; Leonard T. Richardson, *Sec*. Active 36.

Academic Vacancies and Teachers Available

To assist in the placement of college and university teachers the American Association of University Professors publishes notices of academic vacancies and of teachers available. Factual data and expressions of personal preference in these notices are published as submitted. It is optional with appointing officers and teachers to publish names and addresses or to use key numbers.

A member of the Association is entitled to one free announcement of his availability, not to exceed 100 words or 10 printed lines, during each volume-year, subsequent insertions being charged for at the rate of 50 cents a line. Non-members may also insert announcements at the same rate for each insertion. There is a charge of \$1.00 for each cross-reference. There is no charge to institutions of higher learning for the announcement of academic vacancies.

Letters in response to announcements published under key numbers should be sent to the Association's Central Office for forwarding to the persons concerned, a separate letter for each person. Address in care of the General Secretary, American Association of University Professors, 1785 Massachusetts Avenue, N. W., Washington 6, D. C.

Vacancies Reported

Accounting: Midwestern university in metropolitan area desires to add a full-time professor to its faculty in the fall of 1957. C.P.A. and/or Ph.D. required. Salary can be supplemented by summer teaching and consulting work. V 1377

Associate Director and Statistician: Splendid opportunity for a person with at least a Master's degree in business or economics, with a background in applied economic statistics. Position is with a Bureau of Business Research in a South-eastern university. 12-month contract with a month's vacation. Salary dependent on experience and educational background. V 1378

Biology: Assistant or associate professor, depending on qualifications. Courses in general botany, general zoology, and possibly a course in the history of science. Other work according to qualifications. Ph.D. degree or at least Master's degree with additional work. Strong liberal arts college in Illinois. V 1379

Biology: State institution, for September, 1957. Teaching subjects: general biology, life sciences, bacteriology, histology. Rank and salary dependent on qualifications. In first letter give personal vitae, training and experience, references, picture, and salary expected. Chairman, School of Applied Science, Richmond Professional Institute of the College of William and Mary, 901 West Franklin Street, Richmond 20, Virginia.

Botanist: Plant physiologist to develop a vigorous teaching and research program in plant physiology. Must also be capable of teaching other courses in botany. Man with extensive biological background preferred. Ph.D. required. Large California university. Position open June or September, 1957 for instructor. Beginning salary \$4500, with opportunity for additional earnings by summer or extension teaching. Please give full details in first letter. V 1380

Business Administration: Professor wanted for fall, 1957, in private metropolitan university in the Middle West. Must have Ph.D. Salary and rank depend on

previous experience, publication, etc. Full-time salary can be supplemented by summer teaching. Opportunity exists for consulting work in the community.

V 1381

Chemistry: Assistant professorship, Eastern liberal arts college, in organic and analytical chemistry. Total student load of thirty or less. Excellent situation and climate for retiring professor. \$5500.

V 1382

Chemistry: Ph.D. or M.S. with additional training to teach organic chemistry and possibly a course in physical chemistry. Salary and rank according to qualifications. Permanent position in Midwest liberal arts college.

V 1383

Chemistry: Temporary appointment, 1 year, beginning September, 1957. General inorganic chemistry. State institution. Teaching experience necessary. In first letter give personal vitae, training and experience, references, picture, and salary expected. Chairman, School of Applied Science, Richmond Professional Institute of the College of William and Mary, 901 West Franklin Street, Richmond 20, Virginia.

Chemistry: Woman, to teach 2 years in India. Advanced chemistry degree required and 4 years' experience in teaching chemistry in college or university. State in detail experience and academic vitae. Give references. Wells, Associate Board, Women's Christian College, 36 Hill Street, Naugatuck, Connecticut.

Classics-English: Small East Coast liberal arts co-educational college requires man or woman to teach freshman English, classics in translation, two small sections of intermediate and advanced Latin. \$4000-\$4500.

V 1384

English: Eastern liberal arts college has one-year temporary appointment, renewable at instructor level only, to teach freshman and sophomore English, one semester of drama, and one semester of Renaissance. Excellent opportunity for young person desiring experience in advanced courses. Instructorship or assistant professorship (Ph.D. required for latter), depending on experience and training. \$4500-\$5300.

V 1385

English: Instructor or assistant professor, Far Western state university. Man or woman with Ph.D., experience, and specific qualifications for teaching in and sharing direction of freshman composition-communications program. Background in remedial area, testing, or reading comprehension helpful but not essential. Man with fresh ideas, publications, national professional associations in field preferred. Salary \$5000 up depending on qualifications.

V 1386

English: Southern College will have a vacancy beginning September, 1957, for a young man with a Ph.D. degree in English. He is to teach an advanced course in his special field, a sophomore survey course, and 3 freshman courses. Rank and salary will depend upon his particular qualifications. Inquiry and application should be made as soon as possible.

V 1387

European Study Tour: Lecturer and/or assistant conductor. Member of college faculty; art, languages, or social sciences preferred. All-expense-paid 2½ months' tour of Europe from New York to New York, plus minor expense allowance. Duties: Recruiting and organizing students; lecturing, and light supervisory and administrative duties during the tour.

V 1388

Geology (teacher for expanding program): Ph.D. or M.S. State training, experience, and availability. Retired teachers invited to inquire. Southeast Missouri State College, Cape Girardeau, Missouri.

Mathematics: Air Force Institute of Technology, Wright-Patterson Air Force Base. Most of work at advanced undergraduate and graduate level. Employment in accordance with Civil Service regulations. Grade levels available: GS-9 (\$5440), instructor; GS-11 (\$6390), assistant professor; and GS-12 (\$7570), associate professor. Applications should be made on Standard Form 57, available at any Post Office, or by letter to Head of the Department of Mathematics, Resident Instruction Division, School of Engineering, Air Force Institute of Technology, Wright-Patterson Air Force Base, Ohio.

Mathematics: Assistant professor or professor, teachers college in the East, for September, 1957. Assistant professor to have successful teaching experience and to hold a Master's degree in mathematics or mathematics-education; salary, \$4698. Professor to have excellent teaching qualifications and to hold Doctor's degree; salary, \$6696. Position involves teaching undergraduate mathematics;

- for the professor, also graduate courses and an opportunity to develop a new curriculum. V 1389
- Mathematics: Midwestern state university desires a man for fall, 1957, with a Ph.D. and an interest in teaching. Rank: assistant professor or associate professor. Salary, \$6000 up for 9 months. V 1390
- Mathematics: Starting September, 1957, Portland State College will have several positions open at ranks commensurate with the qualifications and experience of the applicant. Write: T. S. Peterson, Chairman, Division of Science, Portland State College, Portland 1, Oregon.
- Mathematics: Associate professorship at a salary of \$6200 for 9 months with state pension, Social Security. Blue Cross, Blue Shield, group life insurance, and group health and accident insurance are optional. Tenure is indefinite. A Ph.D. degree with some published research is required. Assistant professorship at a salary of \$5200 for 9 months with the same additional benefits as for the associate professorship. Tenure is indefinite. Ph.D. degree is required. Instructorship at a salary of \$4200 for 9 months with same additional benefits as for the associate professorship. Tenure is temporary and is not expected to exceed 3 years. A Master's degree is required. Graduate assistantships at a salary of \$1600 for 9 months to teach 6 freshmen classes per week while earning a Master's degree. Nonresident tuition is waived. Tenure is temporary. A Bachelor's degree is required. R. F. Graesser, Head, Department of Mathematics, University of Arizona, Tucson, Arizona.
- U. S. Bureau of Mines: Research and development positions in chemical, mining, petroleum, and ceramic engineering; metallurgy; chemistry; physics and related fields. Locations are in field stations throughout the country and in Washington, D. C. Salaries range from \$4480 to \$10,320 per annum. Submit 2 copies of Standard Form 57, available in all Post Offices, to Branch of Personnel, Bureau of Mines, Washington 25, D. C.

In the near future the Department of English, History, and Government of the United States Naval Academy will hold a competitive examination to fill vacancies in the civilian faculty in English, history, economics, and American government. Appointments will be made in the rank of assistant professor, normally at \$4895 per annum, effective July 1. Among minimum requirements: doctorate, one year's college or university teaching. Inquiries should be directed to the Head of the Department of English, History, and Government, U. S. Naval Academy, Annapolis, Maryland.

Teachers Available

- Academic Dean: Ph.D. 12 years' experience in college teaching, 3 years' experience in teaching-administrative combination. Interested in administrative, policy-forming responsibility with soundly financed college whose sponsoring body wishes to develop outstanding liberal arts education. Will consider technical college seriously interested in introducing strong liberal arts work. A 6312
- Accounting, Economics, Business Management: Man, 52, married, excellent health. Many years' successful business experience and college teaching experience. Widely traveled. Seek A-1 institution, financially stable, with vigorous faculty and high scholastic standards, Midwest or East. Available summer or fall, 1957. A 6313
- Accounting and/or Education: Man, 25, married. B.S. in accounting, M.A. in education; taught 1 year as instructor of college accounting, large Midwestern university; 2 years of experience with public accounting firms; member of A.A.U.P., A.A.A., and *Who's Who in American Universities and Colleges*. Prefer position with some student counseling responsibilities at a college or university. Will start Ph.D. program soon. Available September, 1957. A 6314
- Administration: Man, 42, married, 3 children. Ph.D., English, State University of Iowa. Former Chairman of Humanities Division and Head of English Department in liberal arts college of 800. 14 years' experience as college professor. At present have executive appointment in the U. S. Government. Seek deanship in liberal arts college. Salary of less importance than academic objectives of the institution. A 6315

Administration: Man, 37, married. Ed.D., educational administration. Desire position as president, dean, or similar post. Author, 4 books, editor of 3, and have 45 professional articles in print. Member of 19 learned societies. World traveller. Currently serving as director of institutional self-study. Available June or September, 1957. A 6316

Administration: Chairman of university department returning from significant European assignment desires presidency, academic deanship, or other administrative position offering opportunity for educational leadership. References available with respect to scholarship, personality, and administrative ability. A 6317

Administration-English: See English-Administration *Late Addenda*, Key No. A 6446

Administration—Student Personnel Services, Admissions, or Registrar: Man, 38, married, 2 children; B.S. in biology, M.A. in school administration, Ed.D. in higher education; 10 years' combined experience in teaching and administrative experience in a state teachers college and in a state university; experienced as a Dean of Men and Director of Admissions; formerly an associate professor of educational psychology; also trained and experienced in general education biology; lecturer in marriage and family life education. Available June, 1957 or before with 30 days notice. A 6318

Anthropology (Cultural): Special fields include (West) Africa, race-relations, culture-contact. British graduate training; field experience; 5 years' teaching experience, U. S.; publications. Married, 3 children. Available, June onward. A 6319

Art: Man, 41, married. B.F.A., Pratt Institute. M.A. in painting and graphics, University of Illinois. Assistant professor in prominent professional art school. 5 years' teaching and administrative experience in basic 2 and 3 dimensional design, sketching, figure drawing, illustration and graphics. Author-illustrator of several published children's books. Active exhibitor. Awards for graphics and publications. 8 years' professional art and design experience. Desire assistant professorship in liberal arts college or university. Northwest preferred. Available September, 1957. A 6320

Art: Man, single. Experienced teacher. Trained at Kunstgewerbe Schule, Hanover, Germany. M.A. and Ph.D., University of Chicago. Exhibited in U. S. since 1928. One-man shows in New York and Chicago. Available now, for college or art school. Painting, life drawing, design, theory, history of art. A 6321

Art History: Man, married, 2 children. B.A., M.A. in fine arts, Boston University. Special interests: 15th, 16th century Northern Renaissance painting and culture, Italian Renaissance art and culture, 19th and 20th century painting in Europe and America. Art historical research experience. 2 years' teaching in New York State. Member, College Art Association. Available June, 1957. A 6322

Biological Sciences, Zoology, Microbiology: Man, 35, family. Ph.D. 6 years' teaching. Broad training and teaching experience in invertebrates and vertebrates. 6 research papers, some grant-supported. Available September, 1957. A 6323

Biologist: Single, 28. Ph.D., zoology, U.C.L.A., 1954. Desire teaching position, preferably with research opportunity. Teaching preferences: embryology, general biology, general zoology, physiology, evolution. Research areas: embryology, oncology. University teaching and research experience. A 6324

Biology: Man, 37, Ph.D. Major interests: parasitology and physiology; academic minors: botany, bacteriology, biochemistry. 3 years' university teaching experience, exclusive of graduate teaching assistantships. Desire to return to teaching, if reasonable salary can be offered, otherwise must soon decide permanently to abandon teaching. Teaching experience largely in the area of general zoology and general physiology. Can be available after July. A 6325

Biology: Man, 36, married, 2 children, Ph.D. 10 years' teaching and research experience in large university and college. Experienced in biology, anatomy, physiology, microbiology, and physical education subjects. Available September 1, 1957. A 6326

Business Administration (Industrial Relations, Production, and Administrative

- Process): Man, 36, doctoral dissertation in progress. Considerable experience in industry and as a consultant. 5 years of successful experience in universities, teaching in the above and related areas. Excellent references. Seeking associate or assistant professorship. A 6327
- Business Law: Man. B.A., LL.B., M.A. Private practice of law and many years' experience teaching business law. Member, American Association of Business Law Teachers. Currently teaching in a junior college. Available only summer school, 1957. Prefer Far West or Northwest. A 6328
- Chemistry: Man, 34, married. B.A. in engineering chemistry; Ph.D. in physical and surface chemistry, Stanford University. 4 years of teaching and research in petroleum production engineering at major university. 6 years of research and administration in physical and surface chemistry. 14 publications. Member: A.C.S., A.I.M.E., A.A.U.P., A.S.E.E., Sigma Xi, Phi Lambda Upsilon. Desire academic position with both teaching and research opportunities. Available September, 1957. A 6329
- Chemistry: Man, 25, married. M.S., February, 1957. Recent teaching experience in general, organic, physical, qualitative analytical chemistry. Research experience. Organic chemistry background. Desire academic teaching and/or research position, preferably in organic and general chemistry. Interested in encouraging both the science and non-science student to develop appreciation for the scientific method. Available February, 1957. A 6330
- Chemistry: Man, 41, married. Ph.D., M.I.T., organic. Presently full professor and chairman of department, accredited midwestern college. Desire return to eastern school. Considerable academic and industrial research, publications and patents. Available June, 1957. A 6331
- Chemistry: Man, family. M.S., organic major. 4 years in industrial research. Experience teaching general, qualitative, quantitative, physical chemistry and general physics. Available June, 1957. A 6332
- Chemistry: Man, 41, married. M.S. and Ph.D., with major in biochemistry and minor in physiology. Strong background in analytical chemistry. 15 publications. 2 years' teaching experience on the university level: organic chemistry, biochemistry, chemistry for student nurses and medical technicians, instrumentation. Member: Phi Lambda Upsilon, Sigma Xi, A.A.A.S., A.C.S. Considerable research experience, both industrial and university. Desire academic teaching post with opportunity for research into cellular biochemistry and physiology. Available September, 1957. A 6333
- Chemistry: Man, 56, married, 2 boys. B.S., Haverford; Ph.D., University of Pennsylvania. 30 years in teaching. 19th year in present position; wish to change to a liberal arts colleges of 750 students or less. Publications, consulting work, research. A 6334
- Chemistry—Organic: Assistant professor, 34, married; wish to relocate September, 1957. 9 years' post-doctoral academic and industrial research. Directing M.S. and Ph.D. theses, publications, research grants, industrial consultant. Desire advancement in progressive department with good opportunities for research. A 6335
- Civil Engineering: Man, 44, married, children, Ph.D. Structural engineer and educator, full professor, registered engineer, rich academic and professional background. Invite correspondence regarding post as chairman of a civil engineering department or dean of engineering beginning September, 1957 or later. A 6336
- Classics: Man, 50, unmarried, Jew, European background. Dr. jur., M.A., Ph.D., New York University, Latin, Greek, ancient art, literature; published books and articles; member A.P.A., A.I.A.; highest recommendations; presently teaching classics at large university. Desire position at university or liberal arts college, preferably eastern seaboard. Available February, 1958. A 6337
- Dance, contemporary: Woman, studied ballet with Agnes Boone and Bernardi; modern dance with Martha Graham, and member of her concert group. Teaching experience: Converse College, YMHA, community and settlement houses. Founder and director, School of Thought of the Dance and Its Related Arts (New York City). Wide concert experience. Available for part or full time teaching, summer sessions, workshops. Highest recommendations. A 6338

Economics: Man, 34, married. M.S., A.M., Ph.D., University of Illinois. 5 years in business; last 4 years in teaching. Economic thought, price and income theory, money and banking, corporation finance, investments, managerial economics, international economics, economic systems. Available September, 1957. A 6339

Economics: Man, 65, unmarried. M.A., history, Columbia, plus all requirements for Ph.D., except dissertation. Summer schools at several other large universities. 8 years' teaching senior economics, plus history. Excellent background and practical experience in railroad transportation. Much personal independent study of general economics. Historical publication published in January, 1956. Liberal, progressive, stressing critical approach and emphasizing factors of social change. Desire permanent, part or full-time position, northern United States, fall, 1957. A 6340

Economics, Economic Geography: Man, 30, married, 2 children. M.A., Columbia; all Ph.D. requirements (Columbia) completed and first draft of dissertation complete. 4 years' teaching experience at large Eastern university in fields listed above at both undergraduate and graduate levels. 2 years' industrial experience in area of market research and general statistical analysis. Capable of teaching in own special field of economic history, international trade and development, industrial concentration, and theory as well as general subjects. Seek relocation in college or university hospitable to research. Résumé upon request. Available September, 1957. A 6341

Economist: Man, 52. Seek challenging new position at end of present visiting professorship in 1958 (conceivably earlier). Ph.D., Stanford, 25 years' university teaching in many fields, much at graduate level. Also research and administrative work for government and private foundations. Business experience. 2 books plus many articles in professional journals. Married, 4 children. A 6342

Education: Man, 49, married, child. Ph.D., Yale. Professor, chairman of department at well-known liberal arts college. Fields: history and philosophy of education, educational psychology, secondary school methods, comparative education, education of the handicapped. Member of several professional societies. Publications. Extensive travel. Interested in permanent position offering opportunity for greater service in teaching or administration. Excellent references. A 6343

Education (Special—Mental Retardation; Science), and/or Human Relations Studies: Man, 36, married. Ed.D. in special education and human relations studies. Desire summer position for 1957. Presently professor of exceptional children education. 8 years' experience on college, high school, and junior high school levels, including 1 year in Burma as Fulbright science supervisor. World travelled. Articles on science, human relations, and special education published in *The Science Teacher*, *American Biology Teacher*, *The New Times of Burma* (Rangoon), *Clearing House*, *Journal of Educational Sociology*, and accepted for future publication by *Science Education* and *Phi Delta Kappan*. A 6344

Engineering: Ph.D., 37 years of age, interested in teaching mechanics. Background a combination of advanced study, teaching, and research work. Specialty of elasticity, experimental stress analysis, structures, and related fields of mechanics. Desire to teach a combination of undergraduate and graduate courses with time for industrial research in above mentioned fields. Present position as associate professor in mechanics department. Invite correspondence regarding position as described above which offers "Professional Advancement." A 6345

Engineering: Registered engineer with 21 years of progressively responsible experience, including 6 years of foreign service. B.S. degrees in civil and electrical engineering (1936) and M.S. in engineering (1952). 4 years' teaching in mechanics at undergraduate and graduate level, sometime consultant to well-known firms. Married, 3 children. Would welcome correspondence regarding full professorship in (preferably) a private institution. A 6346

English: Man, 49, married. Ph.D., Minnesota; 20 years' college and university teaching; author 2 books, editor of a third. Special interests: freshman English, humanities, 19th century English literature, 20th century British and American literature. Prefer, but do not insist on, liberal arts college or small university, East or Middle West. A 6347

English: Man, 29, married, 1 child. Ph.D. Milton, Shakespeare, Drama. 5 years of broad teaching experience. Desire position in Southwest. Available September. A 6348

- English, Husband and wife. Both Ph.D.'s in English. 10 and 5 years' experience. Renaissance, Milton; creative writing, novel, American literature. Desire positions together. Available June or September. A 6349
- English: Man, 46, married. Have taught creative writing or literature at Yale, U. of Iowa, Wayne U., Mt. Holyoke (Resident Poet four years), and Columbia (lecturer in short story). Author of 4 novels (one recommended by Book-of-the-Month Club), 4 collections of poetry; contributor to over 40 publications such as *Atlantic*, *S.R.L.*, *Am. Mercury*, *Yale Review*, *L. Home Journal*, *Poetry*, *New Republic*. On staffs of 3 writers' conferences; have made recordings of own work for Harvard Vocation Series of Modern Poets. Will consider instructorship. A 6350
- English: Man, 36, married. M.A., Ph.D., Columbia. 7 years' college teaching, 7 years' business and government. Can start September, 1957, in, or within commuting distance of, New York City area. Credentials upon request. A 6351
- English: Woman, 33. Ph.D. Degrees in Pennsylvania and Middle West. Fellowships, Phi Beta Kappa, Phi Kappa Phi, Delta Kappa Gamma. 8 years' university teaching. Adviser to campus organizations. Also library and government experience. Independent travel in Europe, the Levant, North and South America. Special interests: American literature, composition. A 6352
- English: Man, 38, married, children. Ph.D. At present assistant professor in private university. 10 years' university level teaching experience. Specialties: 17th century, bibliography. Numerous publications, 1955 research fellow. No geographical limitations at associate professor level. A 6353
- English: Man, married, 2 children. Ph.D., leading university. Over 20 years' varied, successful teaching, university and college. Chairmanship and other administrative experience. Major fields: literary criticism and Shakespeare. Publication and work in progress. Desire associate or full professorship, university or strong liberal arts college. Prefer urban location, East, but will consider other situations. Available September, 1957. A 6354
- English: Man, 37, married, 2 children. Ph.D., Brown. Major field: American literature. Other interests: English literature since 1500, especially 19th century and the novel. Publications. 9 years' experience college teaching. Fulbright lecturer in Denmark. Available summer or fall, 1957. A 6355
- English: Man, 1956-57 visiting professor (from England), M.A. (Cantab.). 6 years' Senior English Master of Bootham School, England, lecturer and broadcaster, author of *Four Quartets Rehearsed* (1946), *Chaucer* (1952), articles in *Speculum*, *Notes & Queries*, etc.; lecturing at Loyola University English Summer School, Chicago, July 1-August 9; considering long-term openings in this country. Raymond Preston, Earlham College, Richmond, Indiana. A 6356
- English-Administration: Man, 40, Ph.D. 11 years' undergraduate and graduate teaching in larger western state colleges and universities; administrative work; many committee memberships and chairs. Veteran; Ford Foundation, Huntington Library Fellow; M.L.A., A.A.U.P. officer. Listed *D.A.S.* Publications in 1956, 1 book, 3 articles; others printed and pending. Special interests: British novel, neo-classicism, general Semantics—but teach shamelessly and enthusiastically in other areas when asked. Like present job as associate professor at \$6500 for 12-hour load, but might leave for better salary, prestige, location, research opportunities, or a combination of these. Available fall, 1957. A 6356
- English and/or American Literature, American Civilization: Man, 31, married, 2 children. Educated at Hamilton and Pennsylvania; Ph.D. course work complete. 3½ years' experience in English, freshman composition, drama history, short story; also "engineering English" and 1 year chairman of business English sections, large university. Currently hold editorship and teach part-time. Desire responsible full-time position with good possibilities for tenure, either immediate or after dissertation accepted. Prefer strong liberal arts program. A 6357
- Fishery Biology, Zoology, or General Biology: Man, 46, married, 4 children. Ph.D. 10 years' teaching experience in zoology and biology; 9 years' research experience in fisheries. Publications. Available fall, 1957. A 6358
- French: Man, 37, single. A.B., Ph.D., Princeton. Special interest: basic courses and introduction to literature. Co-author of textbook introducing oral practice, and of 2 other textbooks. Currently assistant professor at large uni-

- versity. Desire associate or full professorship, and/or department head. Prefer South and West, but do not limit possibilities to this region. A 6359
- French, German, Elementary Spanish: Man, Ph.D., Paris, fellow Yale University, 10 years' teaching experience, excellent references. Available summer or fall. A 6360
- French; Latin, Greek Language and Civilization: Englishman, 47, married, 3 children, 5th year U. S. residence. M.A. (Honors), Cambridge University, England. Variety teaching experience, including good U. S. college preparatory school. Many published translations from French. Broad interests. Widely traveled, with periods residence French and Spanish speaking countries. Organizing and administrative experience. Desire teaching position in September, 1957. Curriculum vitae, references, on request. A 6361
- French, Latin, Spanish, German, Comparative Literature: Man, 42, single, Ph.D. Continental background, of bilingual (French and German) origin. Extensive U. S. teaching experience, strong U. S. recommendations. Resigned headship romance language department in Midwestern college because of desire to live in large city or within commuting distance. Available fall, 1957. A 6362
- French, Spanish: Man, 46, married, 2 children. Ph.D. 25 years' teaching, mostly on college level. Have taught all normal undergraduate courses in French and Spanish. Now head of Department of Romance Languages in liberal arts college. Would prefer to be in a university or larger liberal arts college. Any location considered. Special interests: 17th century French literature and drama, courses in language teaching. Available summer or fall, 1957. A 6363
- French, Spanish, German: Man, middle aged, single. A.B., M.A., all class work completed for Ph.D. 24 years' teaching experience; 12 college level, 12 senior high school. Studied at the Sorbonne and Royal University at Perugia, Italy. Any location considered for 1957-58. A 6364
- Genetics (Biochemical and General): Man, 31, married. B.S. and M.A. in chemistry; M.S. and proximate Ph.D. in biochemical genetics. Also trained in microbiology and plant physiology. Some teaching experience. Available September, 1957. A 6365
- Geography: Man, 36, married, 2 children. B.S., geology-geography; M.A., history and political science; Ed.D., geography-geology. Publications, 2 books, 2 in preparation. Listed in *American Men of Science*. Now 7th year department chairman, liberal arts college. Other teaching experience. Qualified to teach wide range of geography courses and basic geology ones. Have set up 2 departments, present one offers B.A., B.S., M.A. degrees. Seek chairmanship or professional advancement. Available summer or fall, 1957. A 6366
- Geology: Man, 27, married. B.S., engineering; M.S., geology; Ph.D. approximately half finished. 1 year teaching experience at rank of instructor, plus 3 teaching fellowships, industrial experience in mineral exploration. Listed in *Who's Who in American Education*. Member Tau Beta Pi, Sigma Gamma Epsilon, Sigma Xi, A.A.U.P., A.I.M.E. Publications. Desire position as instructor or assistant professor teaching general geology, structural geology, ore deposits, tectonics and/or field geology. Available September, 1957. A 6367
- Geology, Geography: Man, 39. Ph.D. Experience: 8 years college and university, of which 3 years were as department chairman, 9 years non-academic positions. Publications; author. Member various professional and scientific organizations in U. S. and abroad. Listed in various directories. Extensive experience in foreign travel and public relations. Qualified to teach other sciences. Desire teaching appointment at undergraduate and/or graduate level. Would prefer a Midwest, West Coast or New England university. Available September, 1957. A 6368
- German, Humanities, Philosophy: Man, 57, married. European Ph.D. Former positions: European universities and colleges, American colleges. Publications. Available on short notice. A 6369
- German, Librarianship: Man, 32, married, European background. Ph.D., M.S. in library science, with several years' experience in large academic library. Desire position in smaller liberal arts college or university, which is expanding its foreign language program and wants a teacher of German while also having need for a competent humanities librarian. Would consider teaching some hours of library science. A 6370

Health and Physical Education: Man, 55, married. B.S. in education, B.P.E., Ed.D. 24 years' experience in college teaching and 4 years' experience in high school teaching and coaching. Special interest and experience in the field of teacher education. Recipient of Honor Award of the Southwest District, American Association for Health, Physical Education, and Recreation. Listed in *Who's Who in American Education*. Member of N.E.A., A.A.H.P.E.&R., C.P.E.A., W.C.M.P.E.S., A.H.E., A.A.U.P., various state professional organizations. Member of various civic and church organizations. Available June, 1957.

A 6371

History: Man, 46, married. Ph.D., Cornell University. 4 years' college teaching; also administrative experience in business. Currently in university administration and anxious to return to teaching, writing, and research. Field: general American history, American economic history, recent American history, modern European history, 19th century English history. Articles published. Manuscript being considered for publication as book. Travel abroad. Public speaking experience. Available September, 1957, possibly summer, 1957. Wife has M.A. in education, 6 years' elementary teaching experience.

A 6372

History: Man, 41, married, 1 daughter, Presbyterian. B.S. in education, Ph.D., University of Missouri. 15 years' college teaching. Now associate professor. Specialties: Recent U. S., American Diplomatic, Frontier. Minors: American Government and Social Studies. Publications: 9 articles; co-author, 2 studies. Projected: 2 volume biography and editor volume of essays. Television lecturer and program manager. Instructor Naval Reserve Officers School. Prefer liberal arts school eastern half U. S. Administrative duties acceptable. Available September, 1957 or 1958.

A 6373

History: Man, 38, married, 3 children. Ph.D., 1953. 9 years' college teaching experience. 1 article. Member, A.H.A., M.V.H.A., A.A.U.P. Now head of social studies department at church-related college in the West. Would like to relocate in Midwest to improve salary and professional contacts. Available summer or fall, 1957.

A 6374

History: Man, 33, Ph.D., Harvard; on faculty of ivy league university. Desire summer school teaching, 1957. Either survey European history course or any British and British Empire history.

A 6375

History: Man, 32, married, veteran. Ph.D., University of California. 7 years' college teaching experience in American, European, Far Eastern history, and American government and foreign policy. Specialties: recent American history, diplomatic history, and Civil War period. Available June, 1957.

A 6376

History: Man, 43, veteran, family. Ph.D., major Eastern university. 11 years' teaching of graduate and undergraduate courses in American history. Theses supervision. Research on Colonies, South, and Westward Movement with book and other publications. More underway. Now associate professor with tenure at Deep South state university. Desire position in more liberal environment.

A 6377

History: Man, 40, married. Ph.D., Harvard University; Sorbonne, 2 years. 3 years' teaching experience at leading university and liberal arts college. Field of specialization: modern Europe. Prepared to teach all periods of European history. Experience in teaching survey course at two institutions. Preparing part of recently completed thesis for publication. With government several years prior to entering academic profession. Available July, 1957.

A 6378

History: Man, 65, unmarried. M.A., history, Columbia, plus all requirements for Ph.D., except dissertation. Summer schools at several other large universities. 11 years' experience teaching modern European history. Some experience teaching American history. Excellent background in economics. Some experience in railroad transportation. Publication, January, 1956: *Christianity, A Critique of Christian Doctrine*. Liberal, progressive, stressing social, economic, critical approach, and emphasizing factors of social change. Want permanent, part or full-time position, as instructor in modern European history, northern part of United States, fall, 1957.

A 6379

History and Allied Subjects: Man, 35, married, 1 child. Wartime service. Ph.D. (1952) in economic history from leading midwestern university. Broad background in teaching, including 7 years' university and college experience in U. S. and European history, political science, economics. Familiar with recent con-

- cepts in anthropology and sociology, and have organized an introductory course in the social sciences. Several articles published, 1 book. Presently assistant professor at state-supported college. Available June, 1957. A 6380
- History and/or Economics: Man, 31, married, 2 children. M.A., Michigan; Ph.D. candidate, Florida. 5 years in college teaching; now assistant professor of economics at a small Eastern college for women. Prefer to teach modern European and Latin American history; comparative economic systems or comparative government; labor relations; and introductory courses. Would like, but do not require, a liberal arts college in the Middle West or Florida. Available after June, 1957. A 6381
- History and International Relations: Man, 40, married, children. Ph.D., University of Chicago; steady teaching positions; research aptitude; excellent qualifications and references. A 6382
- History and/or Political Science: Ph.D., Columbia, Phi Beta Kappa, Tau Kappa Alpha, *Who's Who in America*, etc. Retired after 35 years' teaching in two first class colleges. 1955-56, Visiting Professor from the John Hay Whitney Foundation at an Eastern college. 1956-57, Visiting Professor at an Ohio college. 450 major students in many walks of life and professions. Have taught all normal courses on the undergraduate level in American and European history and political science, except public administration. Have specialized for years in the introductory course for freshmen in the social sciences. Would like to teach by the year, semester, or quarter. Available September, 1957. A 6383
- History, Political Science, International Relations: Woman, 32, single. B.A., M.A., Ph.D. candidate, Oxford University. 5 years' administrative, publishing and research experience, 2 years' teaching. Special subjects: British and British Commonwealth history, 19th and 20th century Europe, international organization, African affairs. Have also taught American history and foreign policy, American intellectual history. Fulbright and Ford Fellow; extensive foreign travel. Available September, 1957. A 6384
- History and U. S. Government: Man, 38, married, 2 children. Ph.D., U. S. history, 1951, Columbia University. Book to be published in 1957. Book reviews published in 1952 and 1955. Taught U. S. Constitution (Political Science 101), in college, 1954. 2 years' experience as Assistant Order-Librarian for Serials and Government Documents in college library. 3 years' experience teaching 12th grade U. S. history and 12th grade modern history in high schools. Minor, history of England and British Empire. Desire position teaching history in a college anywhere. Available July, 1957. A 6385
- Home Economics: B.S. in home economics, M.S., Columbia University. Expect to receive Ph.D. in June, 1957. Have had widely varied experience in the field of home economics. 8 years' college teaching, 3 years in administrative-type work. Desire position as head of a home economics department. Southwest or South preferred. A 6386
- Humanities, Philosophy, Western Civilization: Man, Ph.D., years of European and American experience. A 6387
- Library Director or Library School Professor: Man, 35, married, 2 children. Ph.D. Varied experience in research and college libraries. Will be listed in Vol. 38, *Who's Who in America*. Library association officer; publications. Present salary \$7000. Available June, 1957. A 6388
- Mass Communications: Ph.D. Experienced in administration, curriculum development, production, instruction, and research in radio, television, and films. Family man. Now director of radio-television section at midwest university. Excellent record with present employer. Seeking permanent position with future. Salary, location, open. A 6389
- Mathematics: Man, European background. Ph.D. in political science, University of Bonn, Germany, and M.A. in mathematics; the latter degree is an adequate equivalent to a local degree of Ph.D. in mathematics. 14 years' university and junior college teaching experience in Europe and 5 years' teaching experience at an accredited small liberal arts college in New England. Member of American Mathematical Society. Desire position at an undergraduate or junior college. Excellent references. Extensive travel throughout Europe. Available September, 1957. A 6390

Mathematics: Man, 45, American, married, 2 children. Ph.D. Professor, 15 years' college and university teaching experience, 7 years as department head, 5 years' applied mathematics in scientific development work. Strong in applied mathematics and mathematics education at the college level. Membership in professional organizations, officer in one, scholastic honors, publications. Prefer departmental chairmanship with institution interested in providing a balance between good teaching and research. Excellent references. Position, salary, and availability open. A 6391

Mathematics: Man, 45, M.A., proximate Ph.D. 3 years' university teaching experience. Excellent references. Available June, 1957. A 6392

Mathematics: Man, 38, married, 3 children. Ed.D., with major in education and minors in mathematics and school administration. A.B., with major in mathematics. Experience: high school plus 11 years of college mathematics teaching; also engineering and research. Publications in several journals. Areas of special interest: secondary mathematics, measurement and evaluation, statistics and research. Invite correspondence regarding college, university, or junior college teaching or administrative positions. A 6393

Mathematics: Man, 42, married, 3 children. 14 years' experience in mathematics and physics teaching in leading engineering college. B.A., Montclair Teachers College; M.S. in mathematics, N.Y.U. Ph.D. in mathematics education, N.Y.U. Was assistant professor of physics; now associate professor of mathematics. Major interest is undergraduate mathematics teaching. Would prefer large university School of Education, with strong statistics department. Would like to teach, write, guide research. Excellent references from present employer, former students and teachers. Available fall, 1957. A 6394

Mathematics, English Literature, Philosophy: M.A. of the University of Oxford, England. 16 years' successful experience in both undergraduate and graduate teaching in England and in U. S. A. Desire appointments for summer, 1957 and for academic year 1957-58. A 6395

Music: Man, married. Symphony and opera conductor, violinist, music education. B.M. in violin, B.Mus.Ed., M.A. 10 years' teaching experience in strings, music education, theory, appreciation, conducting, orchestration. Also professional experience: symphony, opera, radio, ensemble. Member: A.A.U.P., A.S.T.A., Phi Mu Alpha Sinfonia. Successful teaching record. Recommendations. Consider any locality with a growing, stimulating music school. Available summer or fall, 1957. A 6396

Music: Man, 41, married, veteran, Dr. of Fine Arts (musicology), Chicago. Performer, pianist, choir director, 10 years' college teaching: music history, music theory, fundamentals in music, music appreciation, etc.; also German and French. Member: Phi Mu Alpha Sinfonia. Excellent references. Available September, 1957. A 6397

Music: Woman, retired after teaching organ-playing and serving as college organist for 33 years. Also experienced church organist and musician and organ recitalist. Fellow in the American Guild of Organists and A.M., Radcliffe College. Would like to teach part- or full-time by the year or the semester. Available September, 1957. A 6398

Music (Conductor, Soloist, Educator): Man, 30; B.A. in music, M.M.; graduate fellow, Eastman, graduate study Juilliard, American Conservatory, and with Pierre Moneaux and Walter Hendl. Experience: teaching; conducting symphony and choral organizations; directing concert and marching band with superior results and honors; department administration, public relations, college admissions. Past 3 years, conductor, college-community symphony, college band; in charge of string, music education, and conducting courses; also conduct two choral societies and play professionally. Member, A.F.M., Phi. Mu Alpha Sinfonia; in *Who's Who in Music*. Excellent references, credentials upon request. Available June or September, 1957. A 6399

Music, Education: Man, 33, married, 3 children. Performer, conductor, music education. Several years' concert violinist, symphony, radio, television, quartet experience. B.S., M.M., Wayne University; Ed.D., University of Virginia, Indiana University. 5 years' college teaching and some administrative experience in music education, orchestration, fundamentals of music, strings, conducting, etc. At present, in charge of string and music education programs in

- Eastern state university; conductor of university orchestra. Member: A.A.U.P., A.F.M., Phi Delta Kappa, Phi Mu Alpha Sinfonia, *Who's Who in American Education*, etc. Excellent references. Available September, 1957. A 6400
- Music Educator: Available for entire summer, 1957. Subjects: Fundamental theory, harmony, pedagogy of harmony, church music, music history and appreciation, form and analysis, pipe-organ playing, class piano instruction and methods, conducting, and music methods for the elementary school. Henry R. Casselberry, D.Ed., State Teachers College, Kutztown, Pennsylvania. A 6401
- Music, History of Art, General Humanities: Man, 34, B.Mus., M.Mus., completing Ph.D. in eastern university. Broad liberal education in history, literature, language, psychology, besides specialties. World traveler. Studied in museums, Europe and South America. 8 years' college teaching, piano, music history, music theory, history of art. Developed and taught general education course embracing literature, music and fine arts within historical perspective. Perform on piano. Interested in total educational program, including counseling. Desire position in college or university teaching any of subjects mentioned. Welcome opportunity to develop new or young department of music or fine arts. Excellent references. Available September, 1957. A 6402
- Philosophy, or German: Man, Ph.D., naturalized in 1946. Extensive teaching experience in America and Europe. Also available for humanities, World Literature. A 6402
- Philosophy, History of Philosophy: Man, 47, married, small family. Ph.D., University of Toronto. About 20 years' teaching experience in both Catholic and public institutions. Some administrative experience, public service experience. Publications rather considerable. Full particulars and references on request. Middle West preferred. A 6403
- Philosophy and/or History of Religion: A.B., *Magna cum laude*, and A.M., Harvard, Ph.D., Iowa. Phi Beta Kappa. Now visiting professor of history of religions; retired after 35 years teaching in mission colleges in India and Pakistan. Health excellent. Specialty: Indian regional studies. Have taught at Harvard, Columbia, Duke. Available September, 1957. A 6404
- Physical Education: Man, 32, married, 2 children. M.A., Teachers College, Columbia University, some credits toward Ph.D. 6 years' college teaching and coaching, 4 of these as Director of Physical Education and Athletics in branch of a state engineering college. Public health sanitarian summers. Member: A.A.U.P., N.E.A., M.E.A., C.P.E.A., A.A.H.P.E.&R. Can coach soccer, basketball, track, direct intramurals, teach health, physical education, first aid. Desire responsible position in larger college as director or assistant in intramurals or athletics. A 6405
- Physical Education: Man, 52, married, 2 children. Ph.D., New York University. 27 years' teaching experience in camps, private school, colleges, university, and national staff of American Red Cross. Have taught many major and minor courses in teacher training program. Coaching has produced All-American players. Present rank, professor. Desire summer position. A 6406
- Political Science: Man, 34, single. M.A., Ph.D. Post-doctoral visiting fellowship at Princeton. Nearly 6 years' teaching experience. 2 years' research on contract. Currently serving with the Government. Fields: political theory, comparative government, English Government and British Commonwealth, American National Government, international politics, area study East Europe and Soviet Union. Cognate discipline economics. Veteran. Listed in directories: A.P.S.A., American Economic Association, *American Men of Science*. Publications include a book (co-author) in the field of foreign institutional changes, journal articles, and book reviews. Available fall, 1957. A 6407
- Political Science: Man, married, 3 children. B.A., M.A., LL.B., Ph.D. in international relations. 7 years' teaching experience, plus business and legal. Fields: international law, international politics, international organization, American and comparative government, civil liberties. Veteran. Widely travelled. Available immediately, or September, 1957. A 6408
- Political Science: Man, 31, married. Ph.D., Chicago. 3 years' teaching experience in Western state university and in liberal arts college, including introductory courses in both history and government, plus wide variety advanced

courses. Fields of major interest: political theory, political sociology, international relations. Articles and reviews in academic and general periodicals. Radio work. Overseas veteran World War II and Korean War, military intelligence and psychological warfare background. Seeking association with strong department. Currently, assistant professor. Available summer or fall, 1957.

A 6409

Political Science: Man, 43, married, 2 children. Ph.D., University of Minnesota. Theory, American government (national, state, local), comparative government, international relations, world politics. Eighth year teaching at small Western state university, tenure status, but desire move to position with fuller opportunity for professional growth and more hopeful financial future. Also trained in journalism; 4 years' experience as feature writer, plus free-lancing in U. S. and Latin America. Overseas military service. Active in several professional societies, officer in two; papers, panels. Variety of published articles; book in process. Active in community. Excellent recommendations. If reasonable notice, available September, 1957.

A 6410

Political Science (Minor Field: Economics): Man, 40, married, 2 children. Ph.D., M.A., John Hopkins; A.B., Colgate; Phi Beta Kappa. Presently teaching government and economics at small Northeastern men's college. 7 years' teaching experience; current research for state advisory committee; supervisory experience in market and social research. Active in community affairs, radio-television work, candidate for public office. Fields: political parties, business and government, public administration, legislation, American government, state and local, comparative government, elementary economics. Desire permanent position promising academic freedom. Available summer, September, 1957.

A 6411

Political Science and History, European Government, International Relations, Political Theory, also some Economics: Man, mature, Ph.D.

A 6412

Political Science and/or Public Administration: Man, 25, single, veteran. M.G.A., University of Pennsylvania. Part-time college teaching experience in American government, public administration, personnel management, and accounting. Desire position in university. Available June, 1957.

A 6413

Psychologist: Man, B.A., English, University of California, Berkeley; M.A., education, University of Southern California, Los Angeles; Ph.D., applied psychology, Purdue. Retired at 55 after wide collegiate experience; past 3 years, lecturing, clinical psychology practice; prefer cooperative practice or university teaching and counseling, for a semester to 3 years. Will accept position involving solution administrative problems, such as entrepreneuring a department or psychological services (preferably with M.D. cooperation). Excellent references and family assets. A.P.A. Fellow, Sigma Xi, S.S.R.S., N.A.A.C.P., Unitarian.

A 6414

Psychology; Teacher, Counseling Psychologist: Man, 39, presently counseling psychologist, Veterans Administration. A.B. (Swarthmore), M.A. (Pennsylvania), psychology; Ed.D. requirements in guidance and student personnel administration, leading university, complete except dissertation. Years experience: 3 college teaching, 3 directing counseling service, 2 industry, 2 government (exclusive of military). 3 publications in psychology. Member: American Psychological Association, divisions of counseling and teaching psychology; N.E.A., N.V.G.A., A.P.G.A., A.C.P.A. Prefer coeducational liberal arts institution, Middle Atlantic. Will do admissions or other student personnel work; especially interested in deanship or personnel responsibility. Can teach and work with teachers toward improving student advising and counseling.

A 6415

Religion (Comparative Religion and Old Testament): Man, 52, Ph.D. Publications; 6 years' college teaching, state university. Fields of specialization: Near East, Hebrew, Arabic. Other interests: archaeology, literature, art history, languages. Training in various countries. Seek teaching position on graduate and undergraduate level. Invite correspondence for coming academic year.

A 6416

School Administration, Music Education, Vocal Music, and Music in General Education: Man, 37, married, 4 children. 13 years' college teaching experience. Mus.B., voice and theory; Mus.M., music education; Ed.D., school administration. Presently associate professor of music and director of music education.

- Elected chairman of the faculty, 1945-55. President of local chapter of A.A.U.P., 1956-57. Available summer or fall, 1957. A 6417
- Social and Abnormal Psychology: Man, Ph.D., Munich; postdoctoral work in psychology; experience teaching sociology and psychology. Excellent references; available on short notice, or for fall. Also administration. A 6418
- Social Sciences: Man, 52, married, Ph.D. Wide experience in teaching and research here and abroad, many publications, several languages. Background in economics, social psychology, international affairs. Interested in building up an integrated program in the social sciences based on stimulating teaching and research. Available September, 1957 or later. A 6419
- Sociology: Man, 36, married. Ph.D., Wisconsin. 15 years of experience, including: teaching criminology, corrections, statistics, marriage and the family, pre-professional social work, and introductory sociology (most of the teaching has been in criminology and corrections); conducting research in criminology and corrections; and administering correctional programs. Published over 20 articles in criminology and corrections. Available for immediate appointment. Credentials available from University of Wisconsin and University of Pittsburgh. A 6420
- Sociology: Man, 35, married, Ph.D., University of Illinois. 5 years' teaching experience, college and university. Several publications. 3 years' housing research. Specialization in urban and community. Also interested in social psychology, marriage and the family, criminology, minorities, and social pathology. Available June or September, 1957. A 6421
- Sociology: Man, European Ph.D.; American and European experience in different fields. Also available for administration. A 6422
- Sociology-Anthropology: Have taught Race Relations, International Relations, Social Problems, Criminology, and basic courses; specialization: Africa and Middle East. Have published, held research fellowships; Phi Beta Kappa. Ph.D. expected June, 1957. Single, 34. Available September, 1957. A 6423
- Spanish: Man, 32, single. Ph.D., with specialty in Golden Age Literature, but wide experience during 10 years of college teaching in variety of language and literature courses, including Spanish American. Publications. Member and officer in several professional associations. Trained in language laboratory techniques. Experience in Italian and would welcome opportunity to handle elementary Italian courses. Study and residence abroad. Have participated in humanities programs and area study programs. Desire associate professorship or assistant professorship with opportunity for early advancement. Recommendations. Available fall, 1957. A 6424
- Spanish, French, English: Man, 41, married, 2 children. M.A., French, University of Nebraska; M.A., Spanish, Middlebury College; 1 year toward Ph.D., Romance Languages, University of Missouri. 9 years' college and university teaching experience in French and Spanish; also 7 years' teaching college freshman English. Phi Sigma Iota, Sigma Delta Pi. Excellent references. Available summer or autumn, 1957. A 6425
- Spanish, French, Italian: Man, 36, family. M.A., California; Ph.D., Michigan, all requirements completed and dissertation in progress. Member Phi Kappa Phi and professional societies. 10 years' teaching experience at college level in all normal undergraduate language and literature courses in French, Spanish, and Italian. Experienced in language laboratory techniques. Excellent references. Prefer location in southern California college or university. Available September, 1957. A 6426
- Spanish, Linguistics, English as a Foreign Language: Man, 35, married, 3 children, bilingual. M.A., proximate Ph.D. 11 years' university teaching. 5 years at large Midwestern university. Now in fifth year at Latin American university. Experienced in radio (English and Spanish), laboratory techniques, teacher training, and as interpreter and translator. Available September, 1957. A 6427
- Speech: Man, 36, Ph.D. 11 years' experience. Have published 9 articles and 8 reviews, and have other articles in process. Have taught Classical Rhetoric, Persuasion, Teaching of Speech, Fundamentals. Interested in research in the process of persuasion and in the ethics and epistemology of rhetoric. Have been

- department chairman and debate coach. Strong interest in social psychology and philosophy. Excellent references. Available September, 1957. A 6428
- Speech: Man, 49, married. Ph.D. Available for public speaking, debate, discussion, speech rehabilitation. 16 years' successful teaching at college level. Member of professional and honor societies. Publications. Extensive travel. Presently teaching, but interested in permanent position offering greater challenge in teaching or administration. Excellent references. Available September, 1957. A 6429
- Speech and History: Man, 43, married. LL.B., Harvard; Ph.D., University of California. Phi Beta Kappa and good academic record. Experience as lawyer and 10 years' university teaching of public speaking, debate and discussion. Have also taught modern European history and English history. Good record as teacher. Publications: 4 articles published, book accepted, second book nearing completion. Rank: assistant professor. Available June, 1957 or later. A 6430
- Speech, Radio and Television, English: Man, 42. Ph.B., speech, education, English, Marquette University; M.A. (scholarship), drama, education, English, Marquette University; Ph.D. (Fellowship), radio and television, and education, Northwestern University. Teaching experience: Milwaukee Public Schools, Wisconsin University, Marquette University, Queens College. Also experience in developing speech and English courses for business and industry. Radio production experience, WHAD, Milwaukee; WIND, Chicago; WNYC, New York City. At present, assistant professor of speech and director of radio and television production and writing. Member of professional societies and fraternities. Top references. Would prefer New York area, but will consider other locations. Available September, 1957. A 6431
- Track and Field Coach; Health and Physical Education: Man, 55, Protestant. B.S. and ED.M., Boston University. Undergraduate major, physical education: minor, social studies; graduate major, health education; minor, guidance. Good knowledge, subjects in health and physical education, social studies; thorough knowledge, all events, track and field program. Coaching has produced IC4A champions in different events. 30 years in field of health, physical education, coaching of track and field athletics with schools, colleges and universities in New England. Would consider opportunity to organize and administer athletics, health, physical education. Excellent references. Any part of country acceptable for right opening. Available immediately. A 6432
- Zoology: Man, 30, married, child, Ph.D. Presently assistant professor, vertebrate zoology; specialty, ornithology. 20 plus publications. 7 years' experience research and teaching general zoology, comparative anatomy, embryology, vertebrate zoology. Desire position in Northeast: college teaching with research, or zoological garden research and administration, or museum research and administration. A 6433

Late Addenda

- Anatomist: Man, 29, married. Recent Ph.D., anatomy; M.S., zoology. Publications. 5 years' experience teaching gross anatomy, histology, and neuroanatomy in large medical school. Available summer or fall, 1957. A 6434
- Art: Man, with broad academic and professional experience in the fine arts. Degrees in art and in philosophy. Research at home and abroad in history of art and fresco painting. Professional practice includes mural painting, stained glass, portraiture, landscape and other types of subject in several media, wood engraving, and industrial illustration. Exhibitions and one-man shows. Associate professor and university art director for many years. Equally at home in studio, lecture room, seminar, or in illustrated public lectures and demonstrations. Member, A.A.U.P., and College Art Association. Excellent references. Available summer or fall, 1957. A 6435
- Biological—Medical Sciences: Man, married. D.Sc. 20 years of college, university teaching and administrative experience. Taught general biology, bacteriology, pharmacognosy, human physiology and pharmacology. Experience includes deanship and science department chairmanships. Unusual combination of scientific and liberal arts background. Research and industrial experience in addition to above. Qualified for public and professional relations programs. Seeking and capable of

- a challenging position in any one, or a combination of, the above areas. Available June, 1957. A 6436
- Biology, Genetics: Man, 28, single. B.A., Stanford University; M.S., Cornell University. Primary interest in undergraduate teaching. Seek position at liberal arts college. A 6437
- Economics: Man, 45, married, 2 children. Ph.D. in economics, Columbia. Now professor at small Eastern university. 7 years' teaching experience. 10 years' experience with Federal Government in Washington as economist in responsible staff positions. Specialties: economic principles; labor; planning; and courses integrating economics and political science at level of national economic issues. Publications. Desire teaching position at larger college or university with wider horizons and greater opportunities. Available September, 1957. A 6438
- Economics and Political Science—Summer, 1957 Lectureships: Man, European origin, in America since 1949. Well qualified, with varied experience, with creditable publication record; perfect in German; now faculty member at accredited American university. Desire summer lecturing positions in the United States or Germany and Austria, or as a leader of American student groups in foreign countries. Available June 1 to July 7, 1957. A 6439
- Economics and Sociology or History: Man, 43, married, 1 child. European background. Ph.D., Dr. jur., post-doctoral work in economics and sociology (Dr. Habil). Training and experience at a top foreign institute for socio-economic research. 10 years' teaching experience at a large Central European university, in adult education and an American college. Fluency in 5 languages. Member of several professional societies. Excellent references. Desire permanent position. Available summer or September, 1957. A 6440
- Education: Man, 40, married, 1 child. M.A. in English, Ed.D. in secondary school administration, Columbia University. 16 years of experience as high school teacher and counselor; considerable experience in teaching college extension courses, including school finance, extracurricular activities, and secondary school administration and supervision. Desire position in education department preparing teachers for secondary schools. Available July or September, 1957. A 6441
- Education: Woman, 44, unmarried. B.S., M.A., plus over a year of graduate study. Fields: elementary education, teacher education, educational psychology, 15 years of public school experience in rural schools and urban systems of Iowa and Minnesota. 6 years of college teaching in state institutions. Experienced in teaching elementary methods in the teaching of reading, language arts, arithmetic, social studies and science. Prefer to locate in Mississippi-Ohio Valley States. A 6442
- Education: Man, 52, married. Ed.D., Columbia University. Fields: educational administration, teacher education, secondary education. Formerly professor of secondary education in well known liberal arts college. Currently engaged in public school administration. Will serve in college or university administrative capacity. Experienced in teaching educational measurements, history of education, secondary school methods, philosophy of education, and supervision of student teachers. Wife is also a well qualified instructor in dramatics and elementary teacher education. Available summer and September, 1957. A 6443
- Engineering: Man, married, 3 children. Aeronautical, or engineering mechanics. 8 years' industrial experience in stress and structural analysis. 5 years' teaching experience. Held rank of assistant professor in 1951. Qualified: elasticity, plates and shells, elastic stability, structures, fluid mechanics, and airplane and helicopter aerodynamics. B.S., aeronautical engineering *magna cum laude*. M.S., aeronautical engineering and engineering mechanics. Research and papers; bending of thin-walled curved tubes, inelastic column theories, buckling of orthogonally stiffened plates, and biaxial fatigue stresses. Prefer teaching with research secondary. Middle Atlantic states desired but not mandatory. Request rank of associate professor or professor. A 6444
- English: Man, 34, single. M.A., Stanford; Ph.D., Harvard. Phi Beta Kappa. Publications, including a book. 8 years of college teaching in a wide range of courses in English and humanities. Specialist in Victorian literature and history of criticism. Desire assistant professorship in liberal arts college or university interested in good teaching and research. Excellent references. Available September, 1957. A 6445

- English-Administration: Man, 54, married, 2 children. Ph.D., Harvard. Department head Western state university with active supervision freshman program, interdepartmental humanities area courses, long and successful teaching and administrative experience, including visiting posts. Editorial background, textbooks; special interests: composition, introduction to literature-humanities, 19th century, criticism. Would like administrative and/or teaching position (full professorship) in more equable climate—Pacific Coast preferred. A 6446
- French: Woman, middle-aged, single, American citizen, European background and experience, plus 10 years' American college teaching; at present assistant professor. References from leading scholars, publications. Advancement less important than good library facilities. Specialties: Modern European literature, beginners' language courses. M.L.A., A.A.U.P., L.S.A., S.A.S.S. Can also teach German, Latin, Italian, humanities. Would consider part-time appointment, if full-time unavailable. A 6447
- German on all levels, French, and Latin: Woman, mature, European background. Dr. jur., Heidelberg University. 6 years in France. Special interest and publication in ethnology; teaching experience; desire college teaching position; prefer West, consider other; available on short notice. A 6448
- History: Man, 38, single, educated in European and American universities. Ph.D., Frankfurt University. 8 years' teaching experience, of which 6 were in the U. S. Formerly head of Research Section, Documents Intelligence, Records Division, UNRRA HQ, APO 757 U. S. Army. At present guest professor of social studies at a college in Switzerland. Excellent references. Desire permanent position. Available fall, 1957. A 6449
- History: Man, over 50, in excellent health, married. Ph.D. Associate professor. Widely travelled in Europe. Presently teaching undergraduate and graduate courses in American, English, European history, civilization, Renaissance. Author of several books and articles. Desire appointment for summer, 1957. A 6450
- Humanities, Philosophy and/or Education: Man, 55, family of 3. 20 years of teaching education, psychology, philosophy, social science in college and university, and English in secondary school. A.B., M.A., A.M., Ed.D., and Ph.D. candidate (all requirements fulfilled in a leading university, except partly-written thesis). Ex-editor, publications, experience in publicity. National biographical directories; professional and charitable societies. Present position permanent. Prefer connection with one institution. Available summer, 1957. Salary not primary issue. A 6451
- International Relations, Political Science, German, French: Man, 45, married, 2 children. Doctorate, jurisprudence and political science; Master of comparative law (George Washington University). European background. 8 years' foreign service for State Department and Defense Department, research associate in political science at Yale University; senior research associate, assistant professor at university in Washington, D.C. Fields: international law, international politics, international organization, American and comparative government. Major in U. S. Army Reserve (Public Information), freelance writing. Available on short notice. Excellent references. A 6452
- Microbiology: Man, 37, married, 3 children. Ph.D. 9 years' college experience teaching and research in virology and microbial genetics. Numerous publications. Research grants. Interested in position at university with graduate program. A 6453
- Music (Pianist): Graduate Juilliard School of Music, Master of Music, Southern California, 2 years in Europe. Private piano teaching 25 years. Teaching college piano, theory, musicianship, and music history since 1945. Class piano for beginners and master classes for advanced students for last 3 years. 2 texts in preparation. Special interest: chamber music. Member: A.A.U.P., Pi Kappa Lambda, M.T.N.A., Piano Teachers' Association. Available June, 1957. A 6454
- Philosophy and Great Books: Man, 35, family, Ph.D. 10 years' teaching experience (undergraduate and graduate) at large midwestern universities; publications. Desire position for summer, 1957. A 6455
- Philosophy, Psychology and/or Education: Man, 55, family of 3. A.B., M.A., A.M., Ed.D., Ph.D., except partly written thesis—Boston, Brown, Harvard Universities, etc. 16 years' college and university teaching in day and evening divi-

- sions; 10 years' chairman, division of philosophy, psychology, education. 20 years' instructor of English in high school; 5 years' director of public relations also. Ex-editor, publications. Member, A.P.A., A.A.U.P., A.A.A.S., etc. Listed in *Who's Who in East*, *Who's Who in American Education*, *Who Knows-What*, *A. F. and A.M.*, etc. Available for teaching or administration, or both, after June, 1957. Present positions permanent. Salary secondary issue. A 6456
- Political Science: Man, veteran, married, 4 children, Protestant. Ph.D. Desire environmental improvement for family, greater professional scope and potential in climate of high academic standards where fine teaching emphasized. Experience in radio broadcasting, 5 years in business, 9 in college and university teaching, including some fine summer appointments. Tenure status, associate professor, member of many professional societies. Book in progress. Specialties: international law, comparative government (including British and Latin American), American foreign policy. Have also regularly taught American national, state, municipal government, American political thought, political parties, international organization. Excellent up-to-date recommendations. Available fall. A 6457
- Political Science: Man, 46, Ph.D. American government and administration (national, state, local), Latin American government, comparative government, international relations. Varied college and university teaching in U. S. and Latin America. Most recent book in Latin American field. Desire change for reasons of professional growth. A 6458
- Political Science, French: Former Hungarian diplomat, political analyst, journalist, with doctorate. Details on request. A 6467
- Psychology (Social and Personality): Man, 33, married. Ph.D., Illinois. Over 5 years' teaching and research experience. A.P.A., S.P.S.S.I., Sigma Xi. Desire position in large college or university. 2 articles published, 3 in preparation. Available September, 1957. A 6459
- Psychology, Sociology, Political Science, Geography, History, Education, and Philosophy: Man, 32, single, Ph.D. 6 years' college teaching experience; highly successful; desire position in East. Available September, 1957. A 6460
- Sociology: Man, 46, married. Two Master's degrees and Ph.D. 18 years' experience. Specialization in race relations, criminology, family, social pathology. Desire to leave the Deep South. Available June or September, 1957. A 6461
- Soviet Specialist: Man, 36, married, no children. B.S., Harvard; some post-graduate work at Cornell and University of California. Experienced as intelligence officer and research analyst; 2 years' practical experience working with Soviets as translator and Assistant Secretary for Russian of U. S. Element of Allied Commission for Austria. Interested in possibility of teaching career. A 6462
- Spanish (Language, Literature and Linguistics): Ph.D. Well-versed in all Romance languages, as well as in general and Indo-European linguistics. Have reached salary ceiling in present position. Top references. Publications. A 6463
- Spanish and French: Man. Professor retired from a large eastern state university; seek position (with Social Security coverage). Visiting lecturer, 1 year, at eastern university. B.A., Haverford; M.A., Ph.D., Harvard. Phi Beta Kappa. Outstanding publications. Special fields: Old Spanish, modern literatures of Spain and Spanish America. Have also taught Romance philology, French (recently), Italian, and Portuguese. Available September, 1957. A 6464
- Speech: Man, 26, single. B.A. in English. M.A. in speech (theatre), Northwestern University. 2 years' experience teaching both fundamentals course and theatre courses. Desire position that will combine both directing and technical work. Available June. Midwest or East preferred but not essential. A 6465
- Speech and Public Address: Ph.D., general speech and public address. Experienced in teaching general speech and public address courses, undergraduate and graduate. Highly trained and experienced in debating and other speech activities. Married, middle forties. Prefer South, Southwest, Southeast, or West. Will consider other areas. Broad background and experience. Active in professional organizations. Employed but open to new suggestions. Papers including references sent on request to suitable openings. A 6466



*"He has gained every vote who has mingled
profit with pleasure by at once delighting
the reader and instructing him"*

HORACE

Developing books that will help you gain every vote—books that at once stimulate the student's intellectual powers, inspire his delight in learning, and soundly instruct him—is our constant and ever fascinating challenge. Aiding us in the discovery and development of new and better texts are distinguished scholars and experienced teachers in many fields, among them:

Our Editorial Consultants in



ECONOMICS

**John Perry
Miller**
Prof. of Economics; Dir.,
Graduate Studies in
Economics,
Yale University



SOCIOLOGY

**Kingsley
Davis**
Prof. of Sociology & Social
Institutions,
University of
California,
Berkeley



MATHEMATICS

**Carroll V.
Newsom**
President,
New York
University

HISTORY

**Ray Allen
Billington**
Wm. Smith
Mason, Prof.
of History,
Northwestern
University



MODERN FOREIGN LANGUAGES

Victor Lange
Chm., German
Studies, Cor-
nell University



PSYCHOLOGY

**Albert H.
Hastorf**
Chm., Depart-
ment of Psy-
chology, Dar-
mouth College



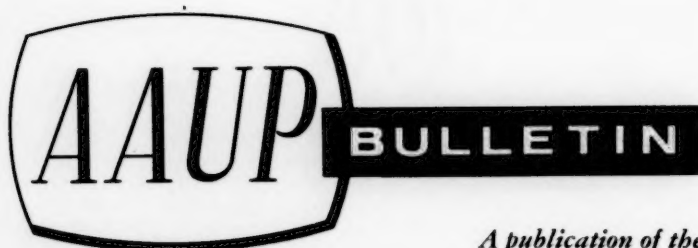
You will soon receive a new Rinehart catalogue. In it you will find many new volumes added to RINEHART EDITIONS; an exciting new project, SOURCE PROBLEMS IN WORLD CIVILIZATION; the valuable HUTCHINSON'S UNIVERSITY LIBRARY; and many important new texts in the 21 academic areas in which we are privileged to publish. Send for the books you would like to consider for text use. We are always pleased to send you examination copies.

RINEHART

& COMPANY, INCORPORATED



232 MADISON AVENUE, NEW YORK 16



A publication of the

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

VOLUME 43 NUMBER 1

Spring 1957

Index to Advertisers

International Business Machines Corporation.....	4th Cover
McGraw-Hill Book Company.....	3rd Cover
Rinehart & Company, Inc.....	I
Columbia University Press.....	III
Teachers Insurance and Annuity Association.....	IV
American Council on Education.....	V
Association of American Colleges.....	VI
The Advancement and Placement Institute.....	VI
United States Coast Guard.....	VII
American Book Company.....	VII
New England States Teachers Agency.....	VII
Cornell University Press.....	VIII
The Baltimore Teachers Agency.....	VIII
Educational Placements.....	VIII
Human Factors Research Bureau, Inc.....	IX
Associated Teachers' Agency.....	IX
National Resume Service.....	IX
Abrahams Magazine Service.....	IX
Prentice-Hall, Inc.....	X

ACADEMIC FREEDOM IN OUR TIME

By Robert M. MacIver

"The enemies of academic freedom, [MacIver] points out, have been able to obtain, directly or indirectly, the dismissal of more than one college president and a number of faculty members. They have been able to impose a censorship on libraries and to restrict the choice of guest speakers, just as they have been able to instill the fear of dissent within and without the university."—*Minnesota Law Review*

"The climate of opinion, the atmosphere of fear and uncertainty, which has made possible repeated attacks on academic freedom, the difficult problem of communism on the campus, are examined by Professor MacIver with his usual forthrightness and wisdom."

—*American Political Science Review*

\$4.00

THE DEVELOPMENT OF ACADEMIC FREEDOM IN THE UNITED STATES

By Richard Hofstadter and Walter P. Metzger

This comprehensive, gracefully written history "tells the inspiring story of how, from earliest days, freedom to inquire and expound became a vital part of American democracy."—*St. Louis Post-Dispatch*

"The book provides the indispensable background for any appraisal of the contemporary state of American academic freedom. . . . Professors Hofstadter and Metzger have tackled a bold assignment with intelligence and spirit."—*The Journal of Higher Education*

\$5.50



COLUMBIA UNIVERSITY PRESS
NEW YORK 27, N. Y.



Medical Expenses mount up fast

Now, through TIAA's new MAJOR MEDICAL EXPENSE INSURANCE, colleges can help free their staff members from concern over the financial problems of medical care for themselves and their families.

TIAA MAJOR MEDICAL is issued on the Group basis and can be added to a "base plan" such as Blue Cross-Blue Shield or designed to provide the entire medical expense insurance program at the college.

Colleges, universities, independent schools, and certain foundations and other nonprofit educational or research institutions are eligible whether or not they now have a TIAA retirement or insurance program.

To learn more about this important protection, complete and return:

Teachers Insurance and Annuity Association
522 Fifth Avenue, New York 36, New York

Please send information on MAJOR MEDICAL EXPENSE INSURANCE to:

Name

Title

Employing Institution

Address

G

AMERICAN UNIVERSITIES AND COLLEGES

7th Edition, 1956, \$12.00

AMERICAN JUNIOR COLLEGES

4th Edition, 1956, \$8.00

The only descriptive directories of accredited higher institutions in the United States are indispensable references for those concerned with higher education

Studies in Universities and World Affairs

A New Series

Training of Specialists in International Relations, by C. Dale Fuller. A description and evaluation of graduate programs. \$3.00

The University, the Citizen, and World Affairs, by Cyril O. Houle and Charles Nelson. An examination of successful practices in adult education. \$3.50

American College Life as Education in World Outlook, by Howard Wilson. Examines the many informal influences of college life that condition the emotional and intellectual outlook of students toward world affairs. \$3.50

Foreign Students and Higher Education in the United States, by Cora Du Bois. An incisive analysis of the status, potentialities and problems of international educational exchange. \$3.50

Background for a National Scholarship Policy

Basic data for those concerned with conserving and developing high-level human talent. \$1.50

The Educational Record

A quarterly journal discussing administrative and curricular problems. \$3.00 a year

Higher Education and National Affairs

A bulletin reporting and interpreting significant national issues and congressional activities. \$2.00 per year

Send Orders to Dept. P

AMERICAN COUNCIL ON EDUCATION

1785 Massachusetts Avenue, N.W.,
Washington 6, D. C.

**OUTSTANDING PUBLICATIONS ON
THE AMERICAN COLLEGE**

Association of American Colleges Bulletin, issued four times a year. \$4.00.

Education of Free Men in a Free Society for a Free World. The Proceedings of the 43rd Annual Meeting. Annual Reports, Minutes, Membership, Constitution (*Bulletin*, March 1957). \$1.50.

Comprehensive Examinations in American Colleges, by Edward Safford Jones. Macmillan Company, New York. 434 pages. 50 cents.

Comprehensive Examinations in the Humanities, by Edward Safford Jones. Questions used in senior terminal examinations in the classics, English, modern languages, philosophy, art. 112 pages. 50 cents.

Orders for the above publications may be sent to the

ASSOCIATION OF AMERICAN COLLEGES
726 Jackson Place, N. W., Washington 6, D. C.

**NEW CAREER OPPORTUNITIES
WITHOUT FEES**

here is the formula for your FUTURE

**EDUCATORS WHO DON'T THINK THEY HAVE TO PLAN FOR
SUCCESS ARE DOOMED TO FAILURE RIGHT NOW!**

ARE YOU MISSING YOUR OPPORTUNITIES? Remove your doubt—follow this simple plan and be *sure of your FUTURE*. **PROFESSORS—TEACHERS—ADMINISTRATORS—LIBRARIANS** urgently needed at all levels and subjects for U.S. and World-Wide Educational opportunities. (Teaching Positions, Summer Jobs, Graduate Awards—Student Aid.) **CRUSADE**, an educational monthly JOURNAL, gives complete job data plus salaries. **NO FEES, APPLY DIRECT.** Member's qualifications, school and library vacancies listed free. Also extra membership privileges. Highly recommended by 1000's of satisfied educators since 1952.

Join now, reward yourself with the position you deserve. Make your move for new job satisfaction and prestige, a higher salary or exciting travel. Don't miss your opportunities. Start to plan *your FUTURE* now.

☐ 2 issues \$2 ☐ 12 issues (yearly) \$5 ☐ 24 issues, only \$8

NEW WORLD-WIDE SUMMER PLACEMENT DIRECTORY

100's of summer jobs to help you travel, learn, and earn while you vacation. All states and 18 Foreign Countries. Summer Study Awards, earning free trips to Europe, Camps, Industries, Government, Resorts, Ranches, Theaters, etc.

Send \$2 now and get the summer job you want.
Be first, summer jobs are filled early.

CRUSADE, Dept. UPB
Box 99, Greenpt. Station, Brooklyn 22, N. Y.

COAST GUARD OFFICER CANDIDATE SCHOOL

The Coast Guard Officer Candidate Program offers the college graduate an excellent opportunity to fulfill his military obligation as a Reserve Officer and at the same time gain valuable post-college experience in a position of leadership and responsibility.

Selected applicants are enlisted as Seamen Apprentice (Officer Candidate) with a six year service obligation. Upon successful completion of a 17-week course, candidates are commissioned Ensign, Coast Guard Reserve, and are retained on active duty for a period of three years. Applications may be submitted within 120 days of graduation to the District Director of Reserve at one of the following district offices. The processing includes an Officer Qualification Test, physical examination, and personal interview.

Boston, Massachusetts
St. Louis, Missouri
New York, New York
Norfolk, Virginia

Miami, Florida
New Orleans, Louisiana
Cleveland, Ohio
Long Beach, California

San Francisco, Calif.
Seattle, Washington
Washington, D. C.

The next class convenes at the Coast Guard Academy 10 July 1957. Applications must be submitted to a Processing Office by 1 June. Two subsequent classes will convene in October and February.

New England States

**TEACHERS AGENCY,
INC.**

**120 BOYLSTON ST.
BOSTON 16, MASS.**

Member of
**National Association of
Teachers Agencies**



American Book Company

*Publishers of
Texts in the
Liberal Arts,
Sciences,
Education,
and
Business
Fields*

• We shall be happy to send you a catalogue
College Division

American Book Company
55 Fifth Avenue, New York 3, New York

**THE
BALTIMORE
TEACHERS AGENCY**

(Established in 1925)

We offer a reliable, nationwide school and college placement service under the direction of a staff of experienced school and college teachers. If you are a teacher seeking a position, or an executive seeking a teacher, write, or telephone MUlberry 5-6850.

WILLIAM K. YOCUM, Mgr.
516 N. Charles St.
Baltimore 1, Md.

*Member National Association
of Teachers Agencies*

**EDUCATIONAL
PLACEMENTS**

ELIZABETH KING, DIR.

Placing teachers and administrators in schools and colleges throughout the country.

Music Division:
Music Teachers Placement
Service

**516 Fifth Avenue
New York 36, N. Y.**

*Member National Association
of Teachers Agencies*

**Professors &
Public Ethics:
*Studies of Northern
Moral Philosophers
before the Civil War***

By **WILSON SMITH,**

*Department of History, Princeton
University*

*(Published for the American Historical
Association)*

The pre-Civil War moral philosopher—his place in society, his social ethics, his interest and voice in public affairs—is analyzed in this book.

Wilson Smith presents the moral philosophies of a number of leading American professors of ethics, among them being John Daniel Gros, Charles B. Haddock, Francis Lieber, William Paley, James Walker, Francis Wayland, and some forty others. He discusses in particular their views on the proper relation between ethical theories and public policy.

Historians and social scientists should find this book a sound, thoughtful, and valuable contribution to our knowledge of America's social and intellectual history.

251 pages, \$4.00

**Cornell
University Press,**

124 Roberts Place, Ithaca, N. Y.

THE GUINEA PIG IN RESEARCH

Biology—Nutrition—Physiology

by Mary Elizabeth Reid, Ph.D.

Laboratory of Nutrition and Endocrinology, National Institutes of Health, Public Health Service, U. S. Department of Health, Education and Welfare, Bethesda 14, Maryland.

This up-to-date compilation of authoritative data on the guinea pig in research is typical of the many outstanding contributions this well-known author has previously made on this subject. It is well organized, comprehensive in scope, concise in presentation without sacrificing essential details, and adequately covers every phase of the breeding of the guinea pig and its use as an experimental animal. The new data presented here, which now establishes the known dietary needs of the guinea pig, combined with the most recent knowledge on physiologic studies, should prove highly interesting and informative to the nutritionist and to all others engaged in any phase of biologic research. These new data enlarge the horizons for many medical and related research projects. The sections on genetics, vital data, physiology, nutrition studies, infectious diseases, sensitization studies, pharmacologic studies, the biologic effects of radiation, etc., provide a most helpful source of research information applicable to clinical investigations. Seven halftones, 12 tables and a bibliography of 232 items illustrate and document this work.

\$2.00 postpaid. Send orders and remittance to:

HUMAN FACTORS RESEARCH BUREAU, INC.
4201 Military Road, N.W. Washington 15, D. C.

**HELP
WANTED?**

JOB HUNTING?
We produce distinctive resumes
of your background for enclosure
in your job application letters
• IBM TYPE • MULTITYPED
• LOWEST PRICES
Write for
Details
NATIONAL RESUME SERVICE
P. O. Box 2322 Salt Lake City, Utah

PERIODICALS WANTED

*Educational—Scholarly
Medical & Scientific Journals*

High prices paid for your accumulations of periodicals—SETS—RUNS and VOLUMES in All fields—All languages

Send us your list of journals for sale and our best offer will follow promptly.

ABRAHAMS MAGAZINE SERVICE

56 E. 13th St., Dept. A New York 3, N. Y.

"Suppliers of BACK ISSUES since 1889"

THE ASSOCIATED TEACHERS' AGENCY

522 Fifth Ave., New York 36, N. Y.

(Established 1924)

Our PERSONALIZED SERVICE PLAN assures discerning and prompt attention to the requests from schools and colleges. The range of this service is from the university to the kindergarten level, for public and private schools, colleges, and universities, for any branch of instruction or administration.

Miss Blanche Matthews

Educational Consultant

Member National Association
of Teachers' Agencies



Just Published!

**HOFSTADTER,
MILLER,
AND AARON'S**

THE UNITED STATES: THE HISTORY OF A REPUBLIC

Richard Hofstadter, Pulitzer Prize winner and Professor of History at Columbia University, William Miller, co-author of *The Age of Enterprise*, and Daniel Aaron, Professor of American Civilization at Smith College pool their talents, interests and experience to bring your students a balanced, beautifully written and illustrated presentation of the broad patterns seen in the development of our country as a nation.

The political narrative is brilliantly yet simply interwoven with cultural and intellectual developments, each serving to ramify and impart further meaning to the other as the full sweep of our history unfolds. You'll find the level of interpretation unprecedented in introductory texts.

Over 120 maps especially drawn for this book, hundreds of carefully chosen halftones, and contemporary source materials help depict ideas and events more forcefully.

Approx. 850 pages, 7" × 9¾", Text list \$7.95 (Net \$6.76)

For examination copies, write:

PRENTICE-HALL, INC.

ENGLEWOOD CLIFFS, NEW JERSEY



OUTSTANDING McGRAW-HILL BOOKS

● GETTING THE MOST OUT OF COLLEGE

By MARGARET E. BENNETT, Pasadena City College, with the collaboration of MOLLY LEWIN. 219 pages, \$3.95 (text edition available)

Especially written to help college freshmen get oriented and make the most of their opportunities throughout their college years. Orientation to the college campus and community, the faculty and student body is discussed in this non-technical, challenging text, along with such topics as: participation in college life; development of effective leadership techniques; and personal development.

● BUILDING AN ENGINEERING CAREER

By CLEMENT C. WILLIAMS and ERICH A. FARBER, University of Florida. New 3rd Edition. 299 pages, \$4.75 (paper ed., \$3.75).

Completely revised and updated to reflect the advances and changes in the engineering profession since World War II. Included are such new areas as color television, jet propulsion, nuclear reactors, and solar batteries. The book provides a survey of the profession, explaining what engineers do, discussing their salaries, comparing it with other professions, and giving a history of engineering. All problems have been revised.

● STUDENT PERSONNEL SERVICES IN HIGHER EDUCATION

By DUGALD S. ARBUCKLE, Boston University. 352 pages, \$5.00.

In a well-written and modern treatment, this volume gives complete consideration to and detailed descriptions of the various student personnel services in institutions of higher learning. Woven around the strong philosophical thread which runs throughout the text is a wealth of thoroughly practical examples of techniques, methods and special procedures used in different institutions.

Other Books from McGRAW-HILL

● SO THIS IS COLLEGE

By PAUL H. LANDIS. 205 pages, \$4.25
(text edition available)

● FORESTRY AND ITS CAREER OPPORTUNITIES

By HARDY L. SHIRLEY. *American Forestry Series*. 467 pages, \$6.50

● COLLEGE AND LIFE: Problems of Self-Discovery and Self-Direction

By MARGARET E. BENNETT. Fourth Edition. 457 pages, \$4.50

● COUNSELING PSYCHOLOGY

By MILTON E. HAHN and MALCOLM S. MacLEAN. Second Edition. 312 pages, \$4.75

● ENGINEERING AS A CAREER

By RALPH J. SMITH. 380 pages, \$4.75
(paper edition, \$3.25)

● PLANNING FOR TEACHING: An Introduction to Education

By ROBERT W. RICHEY. *McGraw-Hill Series in Education*. 422 pages, \$4.75

• • • SEND FOR COPIES ON APPROVAL • • •

McGRAW-HILL BOOK COMPANY, INC.

330 West 42nd Street

New York 36, N. Y.

Lending wings to scholarly research

To find a grain of discovery in today's vast fields of knowledge is a tremendous effort. Time-consuming routine is the barrier to progress.

In their complex tasks, scholastic researchers find electronics a powerful ally. Many of today's advances — from indexing the Dead Sea scrolls to discoveries in nuclear physics — have been brought closer by the time-saving accuracy of modern data processing systems.

IBM is proud to have a part in the great heritage today's researchers will leave to the civilizations of tomorrow.

IBM

INTERNATIONAL
BUSINESS MACHINES
CORPORATION